

# **2015-2016 Woodstown High School**



## **Program of Studies**

## **TABLE OF CONTENTS**

	<b>Page</b>
High School Graduation Requirements	1
Grade Classification	1
College/Dual Credit	2
Evaluation of Individual Student Performance – Board Policy 6147.1	2
Grading System – R6147.1	3
Course Descriptions	5
Physical Education Department	5
English Department	7
Social Studies Department	9
World Language Department	11
Mathematics Department	13
Science Department	16
Applied Technology Department	21
The Arts Department	25
Woodstown High School Agricultural Education Program	29
Senior Option Program	29
Senior Job Shadow Program	30
Vocational School Descriptions	30
Vocational Technical School Offerings	30
Salem County Arts, Science and Technology High School	32

## **HIGH SCHOOL GRADUATION REQUIREMENTS**

Minimum requirements for high school graduation:

	<b>Credits</b>	<b>Years</b>
English	20	4
Math*	15	3
Social Studies	15	3
Science*	15	3
Physical Education	12	4
Health & Safety	4	4
Visual & Performing Arts (Art, Music, Theatre, Dance)	5	1
Career Education & Consumer Family, & Life Skills		
(Practical Arts )	5	1
World Language	5	1
Economics/Financial Literacy	2.5	.5
Required Credits	98.5	
Electives	37.5	
Total Credits	136	

\*Only those courses taught as part of the high school curriculum qualify in meeting these requirements.

In order to graduate, a student must:

1. successfully pass the Partnership for Assessment of Readiness for College and Careers (PARCC), or one of the other standardized testing requirements.
2. successfully complete 136 credits (see above).
3. carry a minimum of 34 credit hours per year.\*
4. meet the attendance requirements stated in Board Policy 5113.

\*In certain cases, exceptions may be made.

Note: A student during his/her senior year may carry a maximum of 45 credits with administrative approval.

### **GRADE CLASSIFICATION**

The following schedule determines the classification of students. No other classification will be made during any other time of the school year.

Freshman	Promotion from 8 <sup>th</sup> grade
Sophomore	34 credits earned
Junior	68 credits earned
Senior	102 credits earned

A senior must have earned 136 credits of work to graduate, passing all required courses.

## COLLEGE/DUAL CREDIT

**Salem Community College:** Woodstown High School has entered into a program with Salem Community College that would grant college credit for courses taken at Woodstown High School. Salem Community College has designated a number of courses that will be awarded dual credit (high school and college) upon earning a grade of 73 or higher, as well as passing the ACCUPLACER. There will be a fee in order for these college credits to be granted. Students participating in these courses will be required to complete an application for Salem Community College. It should be noted that the acceptance of these credits is at the discretion of the particular college or university the student will attend. Students must request their transcript from Salem Community College. Following are the designated courses approved for dual credit: AP Biology, Honors Chemistry, AP Chemistry, Honors English III, AP English IV, Honors History I, Honors History II, AP Calculus, AP Physics, Intro. to Sociology, Honors Physics.

**Cumberland County College:** Woodstown High School has entered into a dual credit program with Cumberland County College for the Horticulture/Principles of Agricultural Science-Plant course. Students will be eligible for college credit through Cumberland County College upon taking the course and completing an application. Students will agree to meet the requirements of the dual credit agreement in order to earn college credits.

### **147.1 EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (CLASS RANK)**

#### Determining Class Rank

It shall be the policy of the Board of Education of the Woodstown-Pilesgrove Regional School District to have rules for determining class rank for high school students as follows:

- A. Only those students who have been in attendance at Woodstown High School for two or more years shall be eligible for the valedictorian and salutatorian awards;
- B. Procedure for determining class rank:
  1. Numerical average will be used in calculating class rank. All courses completed will be used in this calculation;
  2. Class rank will be computed as follows: for each course, multiply the grade x weighting factor x credits. Add the total points earned for each course and divide the cumulative total by the number of credits attempted. The resulting numerical average will be used to determine class rank; and
  3. The following weights will be applied:
    - a. Career 1.0
    - b. Academic 1.1
    - c. Honors 1.2
    - d. Advanced Placement 1.3

C. The high school administration will maintain a list of weighted courses. Any addition to or deletion from those courses currently recognized as weighted shall require board approval;

D. If a student repeats a subject in a district approved summer school, the grade received in that subject will appear as a separate entry on the student's transcript. Both the failing grade and the summer school grade will be included separately in the calculation of a student's class rank and their overall accumulation of credits towards graduation; and

E. Class rank will be computed and reported at mid-year and year's end for all students having successfully completed six semesters. Final class rank announced at the end of eight semesters.

Adopted: March 29, 2007

NJSBA Review/Update: March 2011

Readopted: September 22, 2011

## **GRADING SYSTEM – R6147.1**

**(included are the sections that pertain to the high school)**

It shall be the policy of the Board of Education of the Woodstown-Piles Grove Regional School District to establish guidelines for grading and reporting to parents that will set high standards at every level.

A. Below is the marking system which is to be used to reflect academic achievement for all subjects except those listed in B. below. Its use, coupled with wise instructional procedures and testing devices, will guarantee fair treatment in the area of marking for all students:

A	93-100
B	84-92
C	77-83
D	70-76
F	Below 70

B. Marking period grades:

4. Grades four through twelve major subjects (grades four through eight major subjects - language arts, social studies, mathematics, science, grade eight foreign language) marking period grades will be represented on the report cards as a numerical average, rounded to the nearest whole number:

- a. A student would not be able to receive a marking period grade lower than fifty-five for the first three marking periods. Grades five through twelve (mid-terms or final exams are not given in grades five through six).
- b. In grades five through twelve a student may receive a grade lower than fifty-five in the last marking period.

5. Grades nine through twelve - all subjects are major subjects, and the above criteria (B4) for grade calculation applies.

C. Final averages:

2. Grades seven through twelve - when determining final course grades, a numerical average will be computed using the marking period grades. Each marking period will carry the weight of twenty-five percent of the final average.
  3. Summer School, grades seven through twelve - if a student repeats a subject in a district approved summer school, the grade received in that subject will appear as a separate entry on the student's transcript. Both the failing grade and the summer school grade will be included separately in the calculation of a student's class rank and their overall accumulation of credits towards graduation.
- D. If a student has missed a significant part of the work or has not completed a course requirement because of legitimate absence, he/she must be given a period equal to the number of days he/she was absent in which to make up this work. If this is not possible before the close of the marking period, with administrative approval, an "I" for "incomplete" will appear on the report card.

The student should know how much time he/she has to complete the work. When the work is completed the teacher should change the mark. If the work is not completed within the given time, and there is no excuse acceptable for failure to do so, the teacher should change the "I" to an "F" for the incomplete work. Parents/guardians are to be informed as to why a student receives an incomplete grade and what will be required to receive a completed grade.

- E. In grades three through twelve, interim reports to parents/guardians regarding failing work and below-potential work on the part of the students are to be sent at each mid-marking period and at any time as determined by the subject matter teacher. No interim report is to be sent home without comment regarding how to correct the deficiency. If there is evidence of pending failure, in lieu of an interim report in grades one through two, a conference or a phone call by the teacher must be made. A record is to be kept by the teacher whenever a contact is made with a parents/guardians in this regard.
- F. There will be four nine-week marking periods for which grades will be calculated and reported to parents/guardians. For grades seven through twelve, teachers are to have a minimum of nine marks for each report period in each major subject. For grades one through six, teachers are to have a minimum of six marks for each major subject for each report period.
- J. Senior students with an "A" average in any subject through and including the fourth marking period will be provided with the option of not taking their final exam in that subject.

Issued: 30 June 2008

## COURSE DESCRIPTIONS

C = Career  
A = Academic  
H = Honors  
AP = Advanced Placement

### Health and Physical Education Department

Adapted (C) 0430 Credits: 3 (lab students) 08-001 Grade: 9-12

Physical Education Credits: 4 (non-lab students)

The adapted physical education program is designed to allow students with a wide range of disabilities and needs to meet the goals and standards of the regular physical education program. In meeting the needs of students in all grades, the adapted physical education may be conducted as a full time program, a supplemental program, or by adapting to individual needs within a regular class. The adaptations are the result of teacher recommendations, screening tests, and I.E.P's of classified students and child study team members. Consultation with the school nurse is also important when dealing with certain medical conditions. Special attention to individual needs, both physical and cognitive, and levels of psychomotor development are important components of the program. The determination of activities for the student to participate in will be based on the ability to safely and successfully participate, as well as the skills or fitness level, which needs improvement or reinforcement.

Physical Education (C) 0110 Credits: 4 (non-lab students) 08-001 Grade: 9  
0111 Credits: 3 (lab students)

Basic fundamental skills in team sports and some individual activities are developed. Emphasis is placed on teamwork, the history and development of sports, rules and terminology, positions, and safety of activities.

Physical Education (C) 0210 Credits: 4 (non-lab students) 08-001 Grade: 10  
0211 Credits: 3 (lab students)

Sportsmanship and team play are developed through such games as speedball, flag football, volleyball, basketball, and softball. The rules and the duties of each specific position are taught. Indoor relay races are played to develop coordination. The development of individual skill improvement while participating in large group activities is stressed.

Physical Education (C) 0310 Credits: 4 (non-lab students) 08-001 Grade: 11-12  
0311 Credits: 3 (lab students)

Team sports with emphasis on vigorous activity, cooperation, and sportsmanship are stressed. The team sports concept is reinforced with team strategy through speed-a-way, basketball, volleyball, and softball. Emphasis is given to the lifetime sports. Included are archery, jogging, horseshoes, rhythmic, wrestling, track, golf, and other recreational games.

Physical Education (C) 0410 Credits: 4 (non-lab students) 08-001 Grade: 11-12  
0411 Credits: 3 (lab students)

Lifetime activities and team sports are offered. The emphasis of the course will be placed on lifetime wellness/fitness. Lifetime activities of softball, volleyball, tennis, golf, and archery will be included.

Health (C) 0120

Credits: 1

08-051

Grade: 9

The information needed to attain and maintain a healthy sexual attitude is presented in this course. Students are encouraged to develop responsible personal behavior with an understanding of human growth and development in concert with emotional and social growth. Topics covered include the male and female reproductive systems, sexual expression and proper decision making, conception and pregnancy, fetal development, and childbirth. Factors to consider in using birth control, options concerning pregnancy, causes, treatment and prevention of sexually transmitted diseases including HIV/AIDS infection, avoiding sexual exploitation, and the effects of drugs and alcohol in relationship to birth defects are also included.

Driver Education (C) 0220

Credits: 1

08-151

Grade: 10

This course is designed to save lives and reduce motor vehicle accidents. Emphasis is on personal and social safety and the efficient operation of a motor vehicle. New drivers learn perceptual skills and decision-making ability that enable them to successfully cope with driving situations. Behind the wheel training is also available for a fee through the Woodstown Community School.

Current Health Issues (C) 0320

Credits: 1

08-151

Grade: 11-12

The third year of health gives young adults the tools for establishing strong, healthy, and positive lives. The major emphasis is on developing healthy attitudes and providing current information on updated health topics. Personal decision making associated with marriage and parenthood is discussed. Other topics include the impact of drug and alcohol use, personality problems, and other types of mental conflict. Students explore the issues of divorce, death, separation, and the steps that can be taken to make healthy adjustments to these situations. Wellness and healthy life styles are emphasized as well as HIV/AIDS prevention. This course is offered every other year.

First Aid (C) 0420

Credits: 1

08-051

Grade: 11-12

The first-aid measures needed to cope with emergencies are taught in this course. These include artificial respiration and CPR. CPR certification is available to those students who wish to receive it. Students are made aware of safety hazards that may exist in their homes, on farms, in school, at work, and in their communities. A portion of the course is spent on drug education with an emphasis on the correct treatment of an overdose. HIV/AIDS awareness will be stressed in regard to first aid. Boating, water safety, and defensive driving are also included. This course is offered every other year.

Mind, Body & Spiritual Wellness (A) 0442

Credits: 5

08-057

Grade: 11-12

Health Elective

Prerequisite: In order to be considered for this health elective, students must be recommended by their Health and Physical Education Teacher.

This course is designed to help students learn positive thinking techniques, the effects of stress, how to manage stress, the importance of hobbies, what makes us similar and unique (the self), as well as many other concepts related to maintaining a motivated, fulfilling, and happy life beyond high school. Additionally, students will learn different components of wellness and how those components work together to influence mood, fitness level, and ability to manage stress.



## English Department

English Lab (C) 1013

Credits: 2.5

01-009

Grade: 9-12

Note: Students enrolled in this course must also be concurrently enrolled in another English course.

This course is designed to improve core literacy skills and required of all students who do not meet the state requirements on the PARCC Assessment. The components of this class are designed to improve the student's basic skills in reading and writing, thereby allowing the student to be successful. Students do not sign up for this course. It is assigned by the guidance department or the Achieve personnel.

English I (A) 1162

Credits: 5

01-001

Grade: 9

Prerequisite: Summer reading is required and will be assessed in early September.

This English course increases ninth graders' critical thinking skills in areas of reading, writing, and speaking, and also focuses on mass media and the methods of communication used by the media. Included are a study of short stories, Shakespeare's *Romeo and Juliet*, academic – level novels, the expository essay and other forms of formal writing, and public speaking techniques. The mass media unit covers a study of advertising and persuasive writing techniques used by the mass media, focusing students on methods of analysis. All students in this course must complete a research project.

English I (H) 1164

Credits: 5

01-001

Grade: 9

Prerequisite: "A or B" average in the previous level honors course, or an "A" in the previous academic level course. In some cases standardized test scores will be considered. Written assignments and assessments will be linked to mandatory summer reading.

This English course increases ninth graders' critical thinking skills in the areas of reading and writing. Included are a study of short stories, Shakespeare's *Romeo and Juliet*, advanced-level novels, and the expository essay and other forms of formal writing. The students in this course read additional, more difficult literature than those in the academic level course and are expected to write on a more sophisticated level. All students in this course must complete a research project.

Creative Writing and Journalism (A) 1182

Credits: 5

01-104

Grade: 10-12

Prerequisite: "C" average in Academic English.

Students taking this course will learn how to write various genres of Creative Writing such as flash fiction, memoir, suspense, humor, poetry, and screenplay. Students will also write journalistic articles for the *Woodstonian*. Students will participate in a workshop setting where they will share their work and critique the work of their peers, ultimately learning imperative editing skills. This course is designed for writers who want to find their creative voices through a variety of outlets and who want to improve their writing skills in both academia and personal pursuits.

Prerequisite: "C" Average in Academic English.

Students enrolled in Fiction and Film will explore the various genres of popular written fictional works and films through close readings and viewings. They will use this understanding of the different types of genres to analyze both the author's and the director's use of themes, motifs, metaphors, mood, sound, and other elements that contribute to the interpretation of content. After analyzing a fictional work and its correlating film, students will learn to critique these works, searching them for depth and quality as defined by professional literary and film critics. The final project will entail writing their own works of fiction as they fit into a specific genre and making a film version of this work. A final "red carpet" event will be the culmination of Fiction and Film, where the students will share their experiences and creations with family, friends, and educators in a Hollywood type awards ceremony. This course is designed for students who want to expand their love and understanding of fictional works and films to a deeper level. Reading, writing, and analysis skills will be finely tuned, while students are reading works and watching films that they love.

English II (A) 1262

Credits: 5

01-002

Grade: 10

Prerequisite: Successful completion of English I. Summer reading is required and will be assessed in early September.

An in-depth study of language and literature is presented in this course, which is comprised of four integrated units: writing, reading, origins, and genre study. Readings include classic works of dramatic literature and novels, as well as poetry, non-fiction, short stories, and mythology. Independent reading skills and critical analysis will be fostered as students continue to develop their ability to interpret what they read. All students in this course are required to complete a research project. An online textbook will be used in this course.

English II (H) 1264

Credits: 5

01-002

Grade: 10

Prerequisite: "A or B" average in the previous level honors course, or an "A" in the previous academic level course. In some cases standardized test scores will be considered. Written assignments and assessments will be linked to mandatory summer reading.

An in-depth study of language and literature for the serious student of English is presented in this course. The course is comprised of the same four integrated units as Academic English II: writing, reading, origins, and genre study, but this course will focus on analysis of literature and increased level of expression in papers. The required research paper shall involve the use of a wider variety of resources. Students in this course will be required to build cooperative teams for short-term and long-term projects and engage in extensive research activities. An online textbook will be used in this course.

English III (A) 1362

Credits: 5

01-003

Grade: 11

Prerequisite: Successful completion of English II. Summer reading is required and will be assessed in early September.

This course concentrates on expository writing, public speaking, and debating skills, as well as literature. The expository writing component includes compositions which review and stress techniques of exposition, argumentation and description. The literature unit consists of short stories, contemporary novels, plays, and poetry. Students are taught to evaluate literature in oral and written form. All students in this course must complete a research project. An online textbook will be used in this course.

*\*Eligible for dual credit.*

Prerequisite: “A or B” average in the previous level honors course, or an “A” in the previous academic level course. In some cases standardized test scores will be considered. Written assignments and assessments will be linked to mandatory summer reading.

This course is designed to prepare juniors for the advanced placement English course offered in their senior year. Emphasis is placed on developing the students’ literary analysis skills by providing them with the opportunity to evaluate contemporary and classical literature through class discussions, written responses, and research. Study of vocabulary and vocabulary building strategies are also included to prepare juniors for the SATs. All students in this course must complete a research project. An online textbook will be used in this course.

Prerequisite: Successful completion of English III. Summer reading is required and will be assessed in early September.

Seniors in this course read and write advanced level expository essays and study a variety of literature. The writing section of this course refines students’ ability to write and evaluate expository essays. The literature studied in this course includes a survey of British and American poetry, essays, novels and plays. Students read and thoroughly evaluate literature and its impact on society. All students in this course must complete a research project.

*\*Eligible for dual credit.*

Prerequisite: “A or B” average in the previous level honors course, or an “A” in the previous academic level course. Summer reading is required and will be assessed in early September.

Students pursuing a college level English course while still in high school enroll in this class. The first part of the course consists of an in-depth study of contemporary and classical literary works. These are read and analyzed through discussion and expository writing. The goal is to provide the background to refine the skills of analysis and expression. The second part is dedicated to refining the skills of vocabulary, grammar, research, and writing and applying them to writing a research paper. Students work in various libraries with sources not previously used. All students in this course must complete a research project.

### **Social Studies Department**

This course explores the ways in which people have responded to the challenges of their environment, the times in which they have lived, and the ways they have interacted with other people’s cultures from the thirteenth century to modern times. The histories of various civilizations throughout the globe are analyzed, compared, and contrasted in order to increase the students’ knowledge of cultural, social, political, and economic systems. Students will gain an understanding of how societies are interdependent both in the past and the present. An online textbook will be used in this course.

Prerequisite: “A or B” average in the previous level honors course, or an “A” in the previous academic level course. In some cases standardized test scores will be considered. A summer assignment will be required.

The Honors World History program demands considerable student involvement in the evaluation and study of history. Students need to think critically and analyze historical information. Students will be expected to generate scholarly analysis through writing, oral presentation and the use of technology. Students in Honors World History will study major turning points that have shaped the world from the 13<sup>th</sup> century through modern times. They will study significant people, events, and social change while analyzing historical concepts and geographical themes. The meaning of past events and their impact on contemporary life will be examined in relation to their historical, geographical, economic and cultural context. An online textbook will be used in this course.

US History I (A) 2262 Credits: 5 04-103 Grade: 10  
Prerequisite: Successful completion of The World.

This course is offered for the academic student who desires to be exposed to the influences of events in US history in order to participate as a responsible citizen in today's society. It provides a study of the many events in our history from Reconstruction to the causes of World War II. Emphasis is placed on the effects the Reconstruction era had on the Women's Suffrage movement of the 1920s and the Civil Rights movement of the 1960s, and how the expansion of our nation into an industrial power made the U.S. a world power militarily, politically, and economically. Students will be required to complete independent projects and assignments in the course. An online textbook will be used in this course.

US History I *\*Eligible for dual credit.* (H) 2264 Credits: 5 04-102 Grade: 10  
Prerequisite: "A or B" average in the previous level honors course, or an "A" in the previous academic level course. In some cases standardized test scores will be considered. A summer assignment will be required.

The Honors US History program demands considerable student involvement in the evaluation and study of history. Students need to think critically and analyze historical information. Students will be expected to generate scholarly analysis through writing, oral presentation and the use of technology. This course is offered for the student with a strong understanding of American history who desires serious study of modern America in detail. It provides a study of the many events in our history from the Reconstruction era to the causes of World War II. Emphasis is placed on the effects the Reconstruction era had on the Women's Suffrage movement of the 1920s and the Civil Rights movement of the 1960s, and how the expansion of our nation into an industrial power made the U.S. a world power militarily, politically, and economically. Students will be required to complete advanced level independent research projects in the course. An online textbook will be used in this course.

US History II (A) 2362 Credits: 5 04-103 Grade: 11  
Prerequisite: Successful completion of US History I.

This course will help students study 20<sup>th</sup> century America and participate as responsible citizens in today's society. The course deals with the concepts of leadership, decision-making, citizens' roles and responsibilities, roles and political institutions in the study of government and policies in the United States. Course content begins with the United States' entry into World War II and continues to the present. Students will use eyewitness accounts, narratives, and primary source materials to understand the issues of United States history. Current issues facing our country will be discussed through our Constitution and the organization of federal, state and local governments. The course will help students become informed citizens by giving them a clear understanding of the relationship between themselves and government. An online textbook will be used in this course.

*\*Eligible for dual credit.*

Prerequisite: “A or B” average in the previous level honors course, or an “A” in the previous academic level course. In some cases standardized test scores will be considered. A summer assignment will be required.

The Honors US History II program demands considerable student involvement in the evaluation and study of history. Students need to think critically and analyze historical information. Students will be expected to generate scholarly analysis through writing, oral presentation and the use of technology. This course will focus on the in-depth study of democracy by analyzing the Constitution as a “living document” and understanding the forces that have either promoted or obstructed it in our country. Included in the course will be the study of the federal, state, county, and local governments. Students will study the events in history beginning with the United States’ entry into World War II and continuing to the present. The students will take a historical approach to decision-making through the development of critical thinking skills that link the past to the present. Current events are used so that students can analyze the issues and events that are shaping our current history. The course will utilize primary source readings, literary excerpts, document-based questions, independent research, and projects. An online textbook will be used in this course.

Intro. To Sociology (A) 2392

Credits: 5

04-258

Grade: 11-12

*\*Eligible for dual credit.*

Introduction to Sociology is an academic level course that focuses on human interaction, its causes, and its consequences. Social issues, institutions, group interactions, and interpersonal relationships are some of the topics discussed. Upon successful completion of the course, a student will have an understanding of the general patterns of behavior that human beings tend to follow in our society. An understanding of the general nature of human social behavior is beneficial to both the student and society. An online textbook will be used in this course.

US Government (AP) 2465  
and Politics

Credits: 5

04-157

Grade: 11-12

Prerequisite: “A or B” average in the previous level honors course, or an “A” in the previous academic level course. A summer assignment will be required.

In this AP level course, students will study facts, concepts and theories pertinent to US government and politics. Students will analyze data and the patterns and consequences of political processes and behaviors. They will gain knowledge of the various institutions, groups, beliefs, and ideas relevant to US government and politics and will evaluate case studies that bear on political relationships and events. Advanced level writing skills are required, as students will be required to write political interpretations and analyses on a regular basis.

**World Language Department**French I (A) 3162

Credits: 5

06-121

Grade: 9-12

The goals of this course are to help students develop proficiency in listening, reading, writing, and speaking, and to cultivate an appreciation of the culture of Francophone countries regarding the topics covered. Students will learn to understand, interpret, and communicate both orally and in writing in the target language on topics such as greetings, school, leisure, and meals. They will demonstrate comprehension through physical, oral, and written responses. They will be able to initiate conversations and respond appropriately to questions. The emphasis is on communication.

Spanish I (A) 3172

Credits: 5

06-101

Grade: 9-12

The primary goal of this course is to help students develop proficiency in the Spanish language in the four basic skills: listening, speaking, reading, and writing. At the same time, it aims to increase the students' knowledge and the appreciation of the diverse cultures of the countries whose language they are learning. In order to become proficient in a foreign language, students must not only learn the vocabulary and structures of the language but also apply what they have learned. The emphasis is on communication. The approach is based on the communicative processes of young people at this level.

French II (A) 3262

Credits: 5

06-122

Grade: 10-12

Prerequisite: Successful completion of French I.

The primary goals of this course are to build on previously learned material, to develop greater proficiency in the French language in the four basic skills: listening, speaking, reading, and writing, and to develop students' appreciation and understanding of the culture of the Francophone world. The emphasis is on communication on topics of interest to students, such as family, shopping for food and clothes, making phone calls, going on vacations, and visiting new places. Functional expressions, vocabulary, and grammar are integrated to enable students to express themselves in meaningful ways.

Spanish II (A) 3272

Credits: 5

06-102

Grade: 9-12

Prerequisite: Successful completion of Spanish I.

The primary goal of this course is to help the students develop proficiency in the four basic skills: listening, speaking, reading, and writing. It aims to increase the students' knowledge and appreciation of the diverse cultures of the countries whose language they are learning. At the second level, the approach is based on the communicative purposes of young people – to invite, inform, inquire, exclaim, agree, disagree, compliment and express emotions and opinions. The grammar and vocabulary are presented in culturally authentic situations. They are followed by a variety of activities that promote both learning and application of the language.

French III (A) 3362

Credits: 5

06-123

Grade: 10-12

Prerequisite: Successful completion of French II.

The goals of this course are for students to build on their listening, reading, writing, and oral skills and to develop an appreciation of the attitudes and cultural practices of Francophone countries concerning the topics covered. Students will communicate at greater length and with increasing complexity on subjects such as daily life, meals, leisure activities, and tourism. As in previous years, the emphasis is on communication, and study of language and culture are integrated.

Spanish III (A) 3372

Credits: 5

06-103

Grade: 10-12

Prerequisite: Successful completion of Spanish II.

Students revisit material from levels I and II while continuing with new material covering the past and future perfect tenses and imperfect subjunctive mood. The amount of reading and conversing in the language increases, in addition to listening and writing in the target language. The purpose or function at this level is to continue exchanging information; expressing attitudes, opinions, feelings and emotions; and persuading and socializing.

Prerequisite: Successful completion of French III.

French IV builds on all the language skills and cultural awareness developed over the previous three years. Students will communicate at greater length and with ever-increasing complexity on a range of topics such as health and fitness, the past, sharing news and confidences, books, movies and music, and the outdoors. Again, the emphasis is on effective communication and cultural awareness.

Prerequisite: Successful completion of Spanish III.

Spanish IV involves the use of all material covered in the first three years of study and continues with future and conditional tenses, the present and imperfect subjunctive moods, the present perfect subjunctive and the conditional pluperfect tense. Students learn to prepare and present original brief speeches in Spanish. They read and discuss short stories and plays by Spanish-American and Spanish authors and write compositions about their own experiences. Students also study the history and civilization of Spain. Conversational Spanish is an everyday activity. Students must participate in the oral discussions.

Prerequisite: Successful completion of Spanish IV.

Students in this AP level study of Spanish will move from basic structures of the language to the more complex, giving the students the ability to manipulate the language fluently. Students will read a variety of Spanish literature, use oral and written Spanish to communicate, and evaluate Spanish literature in formal and informal forms.

### **Mathematics Department**

Algebra I Lab 4140; Algebra II Lab 4340; Geometry Lab 4240

Note: Students enrolled in this course must also be concurrently enrolled in another math course.

This course is designed to improve core mathematical concepts and is required of all students who do not meet the state requirements on the PARCC Assessment. The components of this class are designed to improve the students' global understanding, thereby allowing the students to be successful. Students do not sign up for this course. It is assigned by the guidance department.

This course covers all basic components of algebra, including the exploration of expressions, equations, and functions, rational numbers, solving and analyzing linear equations and inequalities, proportions, graphing relations and functions, polynomials, quadratic and exponential functions, rational expressions and equations, and radical expressions and equations. Graphing calculators and other technology are used when appropriate.

Algebra I (H) 4164

Credits: 5

02-052

Grade: 9

This course is designed for students who successfully completed connected math (8<sup>th</sup> grade) with a grade of “B” or better. Content for this course will include a study of the real number system, variables, equations, sets, inequalities, exponents, powers, products and factors, absolute, value, graphing equations with one and two variables, systems of linear equations and inequalities, radicals, problem solving, polynomials and factoring, and rational expressions and irrational expressions.

Geometry (A) 4262

Credits: 5

02-072

Grade: 9-12

Prerequisite: Successful completion of Algebra I.

This course incorporates both plane and solid geometry. Included in the course are units on parallelism, congruent figures, similar figures, triangles, quadrilaterals, circles, and constructions. Algebra skills are reviewed and correlated to geometry problems. Inductive and deductive reasoning are used throughout the course. Proofs are in this course, but they are not the major focus.

Geometry (H) 4264

Credits: 5

02-072

Grade: 9-10

Prerequisite: “A or B” average in the previous level honors course, or an “A” in the previous academic level course. In some cases standardized test scores will be considered. A summer assignment will be required.

Students taking this course should expect a more accelerated pace than the academic level geometry class and instruction that includes additional topics. They should also expect a course that goes into more depth, and has more challenging (C level) problems, more proofs, and more independent discovery activities.

Algebra II (A) 4362

Credits: 5

02-056

Grade: 10-11

Prerequisite: Successful completion of Algebra I and Geometry.

Algebra II examines the real number system more extensively and introduces the complex number system. Emphasis is on the solution of problems, as well as the structure and properties of these number systems. Functional relations, linear functions, and their graphs are explored using solutions by graph and the process of elimination with linear equations. The solutions set of quadratic functions and quadratic equations is determined and graphed. Graphing calculators will be used extensively in this course.

Algebra II (H) 4364

Credits: 5

02-056

Grade: 10-11

Prerequisite: “A or B” average in the previous level honors course, or an “A” in the previous academic level course. In some cases standardized test scores will be considered. A summer assignment will be required.

This course moves at a more accelerated pace than the academic Algebra II course. There is more detail, more challenging problems (C level), more independent discovery activities, and additional topics including imaginary and complex numbers. Students should expect more calculations and activities with graphing calculators in this course than in the academic Algebra II course.



Selected Topics in Math (A) 4422                      Credits: 5                      02-141                      Grade: 11-12  
Prerequisite: Successful completion of Algebra II.

This course is designed for the student who has successfully completed Algebra II and would like to take a fourth year of math. This course incorporates a review of Algebra and Geometry and incorporates additional skills that will prepare students to be successful on college placement tests. Graphing calculators and other technology will be used when appropriate.

PreCalculus (A) 4552                                      Credits: 5                                      02-110                                      Grade: 11-12  
Prerequisite: Successful completion of Algebra II and Geometry.

All the necessary topics for pre-calculus are presented in this class including algebra and trigonometry concepts. It is for students who would like a solid preparation for college algebra or calculus, or simply further enrichment of their mathematical background. Graphing calculators will be used on a regular basis.

PreCalculus (H) 4554                                      Credits: 5                                      02-110                                      Grade: 11-12  
Prerequisite: "A or B" average in the previous level honors course, or an "A" in the previous academic level course. In some cases standardized test scores will be considered. A summer assignment will be required.

This course provides students with a strong understanding of many algebra and trigonometry concepts such as relations, functions, and graphs. These concepts are studied in more depth and at a faster pace than the academic level PreCalculus course. Students are expected to regularly use a graphing calculator to visualize and solve problems.

Calculus (A) 4562                                      Credits: 5                                      02-121                                      Grade: 11-12  
Prerequisite: Successful completion of PreCalculus.

Calculus introduces limits, derivatives and their applications, integration, and analytic geometry. This prepares the student for a first year college math course in preparation for any field of endeavor. Graphing calculators will be used regularly in this course.

Calculus (AP) 4565                                      Credits: 7.5                                      02-124                                      Grade: 12  
*\*Eligible for dual credit.*

Prerequisite: "A or B" average in the previous level honors course, or an "A" in the previous academic level course. A summer assignment will be required.

This course is designed to be equivalent to a college calculus course usually taken by a math or science major during the first year of college. The major topics covered include differential calculus and integral calculus. AP Calculus differs from the academic level course in the range and depth of topics covered, the regular use of graphing calculators, and the time and effort required of the students.

Prerequisite: Successful completion of Algebra II.

This course offers an introduction and hands-on approach to the major concepts and techniques employed in the collection, organization, analysis, and interpretation of data. Statistics is an integral part of research in many fields including agriculture, science, business, industry, psychology, and sociology. This course will expose students to four broad, conceptual themes:

1. Exploring data: observing patterns and departure from patterns;
2. Planning a study: deciding what and how to measure;
3. Anticipating patterns: producing models using probability and simulation;
4. Statistical inference: confirming models.

It is recommended that students enrolling in this course have a strong algebra background.

Statistics (AP) 4485

Credits: 5

02-203

Grade: 11-12

Prerequisite: "A or B" average in the previous level honors course, or an "A" in the previous academic level course. A summer assignment will be required.

This course is an in-depth study of statistics for the highly motivated student who is willing to be challenged. Its purpose is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is recommended for students who plan to major in college in the areas of engineering, psychology, sociology, health science, business, or mathematics.

Exploring Engineering (A) 4112

Credits: 5

21-004

Grade: 9-12

This course is an elective that will serve as an overview of the aspects of engineering that we see in our everyday lives. Students will take part in hands-on projects and activities that highlight how basic aspects of engineering have shaped civilization. This course is designed for high school students that exhibit an aptitude and interest in math and science and may be considering pursuing a career in engineering. In addition to learning the history of engineering in our lives, students will learn about the different types of engineering majors and what courses they should expect to take in college if they were to pursue that career.

### **Science Department**

Agriculture, Food, and (A) 5142

Credits: 5 (Lab)

18-308

Grade: 9-10

Natural Resources

Experience exciting hands-on activities, projects, and problems related to communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, you will learn to solve problems, conduct research, analyze data, and develop employability skills. This is the foundation course for the Curriculum for Agricultural Science Education (CASE). Use this course to satisfy one year of the three-year science requirement and explore the pathways of agriculture, food, and natural resources. *Optional* opportunities for outside of class learning will be available through the Woodstown FFA Chapter.

Oceanography (A) 5182

Credits: 5 (Lab)

03-005

Grade: 9-12

Oceanography is a course designed to further the students' understanding of our marine environment through not only research and literature, but also field investigations which involve interacting with and studying our local marine ecosystems. Topics to be covered could include (but are not limited to) marine ecosystem dynamics (encompassing various specific ecosystems in the larger marine environment, such as continental shelf, open ocean and hydrothermal benthic communities), geological events, impact on global climate, ichthyology, identification and anatomy of marine organisms, marine mammals, research methods and tactics, anthropogenic impact on the marine environment, and policy development and decision making process for natural resource management. Field trips could include: Edwin B. Forsythe Wildlife Refuge in spring for migratory birds, Delaware Bay (Port Norris, Fortescue) for seining, trapping specimens, salt marsh ecology trip (variety of potential locations), any Atlantic-facing beach for importance of jetties, dunes, dune grass and shore erosion, Salem River for impact of land-use practices on estuary and potential trip to Rutgers University Marine Field Station in Tuckerton, NJ. An online resource will be used in this course.

Horticulture/Principles of (A) 5242

Credits: 5 (Lab)

18-052

Grade 10-12

Agricultural Science- Plant

Begin working towards a career as an agronomist, horticulturalist, plant research specialist and more by enrolling in this course! Developed by the Curriculum for Agriculture Science Education (CASE), this course is structured to give a variety of hands-on experiences within the field of plant science. Topics include career opportunities in plant science, mineral soils, soilless systems, anatomy and physiology of plants, plant taxonomy, growing environments, and more! This class is articulated with Cumberland County College and fulfills one year of the three-year science requirement. *Optional* opportunities for outside of class learning will be available through the Woodstown FFA Chapter.

Biology (A) 5262

Credits: 6

03-051

Grade: 9

Prerequisite: Successful completion of Advanced Concepts in Science.

Students are introduced to the unique properties of living organisms that set them apart from non-living ones. Molecular and cellular biology provide a background for concepts of reproduction and genetics. Microbiology, multicellular plants, invertebrate animal life, the vertebrate animals, and human biology follow in logical sequence. Critical thinking involves students in utilizing the steps of the scientific method in the completion of laboratory reports and projects. An online textbook will be used in this course.

Biology (H) 5264

Credits: 6

03-052

Grade: 9

Prerequisite: "A or B" average in the previous level honors course, or an "A" in the previous academic level course. In some cases standardized test scores will be considered. A summer assignment will be required.

Honors Biology is an accelerated, in-depth study of life and living things, their structures and functions, systems and processes in relation to their environment. Specific topics include an inquiry into the nature of life, basic chemistry and biochemistry, energy transformations, and biological systems and processes. Each marking period will require a major project involving independent research and readings of scientific journals. A major part of the course is a two period weekly laboratory investigation. Completion of a Science Fair project is required for students in Honors Biology. An online textbook will be used in this course. Students will be required to perform investigations and complete laboratory reports. Minimum proficiencies, which students must master to receive credit for this course, are:

1. To apply concepts of cell biology, genetics, and evolution to an understanding of the life process.
2. To list and explain the six kingdoms of living things.
3. To relate diversity of organisms to successful survival.
4. To write in-depth laboratory reports that deal heavily in the analysis and evaluation of results using the basic components of the scientific method.
5. To describe the interrelationships between living things in their environment.

Veterinary Technology (A) 5342 Credits: 5 (Lab) 18-105 Grade: 10-12  
Prerequisite: All candidates should have a strong interest in animals.

If your career goal includes earning a degree in the field of veterinary medicine, pursuing an associates degree to become an accredited veterinary technician, or other related medical field then this is the course for you! Get a head start on introductory college course work, and gain hands-on experience in animal anatomy and physiology, workplace safety, animal nutrition, and clinical exams. Field trips, guest speakers, and mentoring experiences will be included to give a well-rounded picture of this exciting and fulfilling career. Use this course to satisfy one year of the three-year science requirement and explore the field of veterinary medicine. *Optional* opportunities for outside of class learning will be available through the Woodstown FFA Chapter.

Chemistry (A) 5362 Credits: 6 03-101 Grade: 10-12  
Prerequisite: Successful completion of Academic or Honors Biology.

This first year chemistry course provides the student with a solid foundation in chemistry. The topics covered include the properties of matter, chemical reactions and equations, molar relationships, stoichiometry, the gas laws, atomic structure, periodic properties, bonding, solutions, thermodynamics, chemical kinetics, equilibrium, acids and bases, electrochemistry, and chemical analysis. The laboratory portion of the course emphasizes safety in the chemistry laboratory and experiments that illustrate the concepts covered in the classroom. Students learn how to properly observe and record experimental data, analyze results, and communicate experiment conclusions. Students will use computers to measure and analyze data where applicable. An online textbook will be used in this course.

Chemistry (H) 5364 Credits: 6 03-102 Grade: 10-12  
*\*Eligible for dual credit.*

Prerequisite: "A or B" average in the previous level honors course, or an "A" in the previous academic level course. Strong math skills are also recommended. In some cases standardized test scores will be considered. A summer assignment and science fair project will be required.

This first year chemistry course covers topics in greater depth and detail than academic chemistry and is the preferred course for students that go on to pursue further studies of the sciences at the college level, especially those students going into biology, chemistry, physics, engineering, environmental science, earth science, pre-medicine, and nursing. The topics covered include the properties of matter, chemical reactions and equations, molar relationship, stoichiometry, the gas laws, atomic structure, periodic properties, bonding, solutions, thermodynamics, chemical kinetics, equilibrium, acids and bases, electrochemistry, and chemical analysis. The laboratory portion of the course emphasizes safety in the chemistry laboratory and experiments that illustrate the concepts covered in the classroom. Students learn how to properly observe and record experimental data, analyze results, and communicate experiment conclusions. Students will use computers to measure and analyze data where applicable. All students taking this course will be required to complete a science fair project or its equivalent. An online textbook will be used in this course.

Chemistry (AP) 5365 Credits: 7.5 03-106 Grade: 11-12

*\*Eligible for dual credit.*

Prerequisite: "A or B" average in the previous level honors course, or an "A" in the previous academic level course. A summer assignment will be required.

This is an advanced chemistry class for college-bound students planning to major in a science-related field. The course is designed to be the equivalent of a general chemistry course usually taken during the first college year and will prepare the student for the Advanced Placement Chemistry examination. The course covers topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and basic concepts of thermodynamics. The laboratory portion of the course will include required AP topics and emphasize making observations, recording data, calculating and interpreting results based on quantitative data obtained, and communicating effectively the results of experimental work. Students will gain experience in the use of computers and specialized lab equipment in the measurement and analysis of data. At the completion of the course, all students will be well prepared to take College Board's Advanced Placement Chemistry examination.

Ecology/Field Biology (A) 5372 Credits: 5 (Lab) 03-003 Grade: 10-12

Prerequisite: Successful completion of Academic Biology.

This class is an elective for students interested in biological sciences. It is suggested that students enrolling in this course have had Biology. It is also recommended that they be enrolled in Chemistry or Physics. This course focuses on students developing a sense of place in the southern NJ ecosystem. The curriculum includes field activities in various ecosystems including aquatic and terrestrial habitats. An online textbook will be used in this course, and one will be issued to each student.

Anatomy/Physiology (H) 5384 Credits: 5 (Lab) 03-053 Grade: 11-12

Prerequisite: "A or B" average in the previous level honors course, or an "A" in the previous academic level course. In some cases standardized test scores will be considered. A summer assignment will be required.

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 required shadowing project for the last marking period. An online textbook will be used in this course.

Physics (A) 5462

Credits: 6

03-151

Grade: 11-12

Prerequisite: Successful completion of Academic or Honors Chemistry. Successful completion of Algebra I and Geometry are also strongly recommended, concurrent enrollment in PreCalculus and/or Calculus will be of great benefit to the student.

The fundamental nature of the universe is studied covering measurement, light, motion, electricity, and atomic structure. Study begins with familiar experiences relating to the motion of objects, progresses into the discoveries of past physicists such as Newton and Kepler, and progresses toward the subtle ideas of modern physical thought relating to the research of scientists like Maxwell and Einstein. Experiences in the lab lead the student toward basic theory and understanding. The use of the computer as it applies to this specific area of science is taught. This course makes use of several online resources.

Physics (H) 5464

Credits: 6

03-152

Grade: 11-12

*\*Eligible for dual credit.*

Prerequisite: “A or B” average in the previous level honors course, or an “A” in the previous academic level course. In some cases standardized test scores will be considered. A summer assignment will be required. Successful completion of Algebra I and Geometry are also strongly recommended, concurrent enrollment in PreCalculus and/or Calculus will be of great benefit to the student.

This first year course in physics is designed for the college-bound student planning to major in a science-related field. This course emphasizes basic physics concepts and their quantization. The topics covered include mechanics of both small objects that may be observed in the high school laboratory and large objects on the planetary scale, electricity and magnetism, light and optics, and modern physics. Since mathematics is such a core aspect of this course, it is recommended that the student be enrolled in PreCalculus (H) while taking this class. The laboratory portion of this course includes experiments that illustrate the concepts covered in the classroom. The student will learn how to record and interpret data and properly communicate them in a lab report that includes an objective, data, calculations, conclusion, and source of error. Computers will be used to measure and analyze data where applicable. This course makes use of several online resources.

Biology (AP) 5475

Credits: 6

03-056

Grade: 11-12

*\*Eligible for dual credit.*

Prerequisite: “A or B” average in the previous level honors course, or an “A” in the previous academic level course. A summer assignment will be required.

In 2012 College Board revised the curriculum focus of AP Biology, shifting from a traditional “content coverage” model of instruction to one that focuses on enduring, conceptual understandings and the content that supports them. Less time will be spent on factual recall and more time on inquiry-based learning of essential concepts and developing the reasoning skill necessary to engage in the science practices used throughout the study of AP Biology. Students who take this AP Biology course will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses — a goal of every AP course. The revised AP Biology course is equivalent to a two-semester college introductory biology course.

AP Physics I (AP) 5485

Credits: 7

03-155

Grade: 11-12

Prerequisite: This course is for students who have already taken a physics course and have completed or are concurrently taking calculus. “A or B” average in the previous Honors Physics course or an “A” average in the previous Academic Physics Course. Student mathematics grades should also be taken into consideration when determining whether or not to schedule this course. A summer assignment will be required.

Advanced Placement Physics 1 is designed to provide the student with a college-level introduction to the study of physics that does not require the use of calculus. The course is a demanding curriculum, designed specifically to prepare the student for the AP Physics 1 exam. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the demanding nature of physics. At the completion of the course, all AP Physics students will be well prepared to take the College Board’s Advanced Placement Physics 1 examination.

Science For The 21<sup>st</sup> Century (A) 5232

Credits: 5 (Lab)

03-049

Grade: 10-12

Prerequisite: Successful completion of Academic Biology

The purpose of this course is to increase literacy and awareness of relevant issues regarding the relationship between humans and our natural world. The knowledge obtained throughout this course will help students make informed decisions about important topics locally, nationally and abroad and make them better prepared for life in a changing world. This course will also give students the opportunity to discuss freely these topics and will help them serve as a positive motivator for change in our community. It will also cover a wide range of topics, many of which will be related to possible future occupations. Finally, this course will attempt to help students find a sense of place by analyzing the position of our planet and encouraging curiosity in the universe and evaluating our role in the cosmos.

Food Science (A) 5222

Credits: 5 (Lab)

18-001

Grades: 11-12

Prerequisite: Successful completion of two years of science courses.

Does your career goal include nutrition? Are you interested in world hunger and food production? Food Science focuses on the science of food, food borne illness, and human health and nutrition. Gain hands-on experience through food science labs, marketing projects, and analyzing the world food shortage. Field trips, guest speakers, and mentoring experiences will be included to give a well-rounded picture of this exciting career field.

## **Applied Technology Department**

(The following courses fulfill the Career Education & Consumer Family, & Life Skills requirement for graduation: Computer Applications I (4192), Computer Programming I (4292), Accounting I/Sports and Entertainment Marketing (6262), Introduction to Technology (7101), Woods I Technology (7121), Basic Drafting/AutoCADD (7141), Technology II (7211), Woods II Technology (7221), Advanced Drafting/Pre-Engineering (7251), Entrepreneurship in Ag Business (7451), Architectural Design Technology (7431), Agricultural Education Internship (7821), Family and Consumer Science I (8102), Child Care & Development I (8302), Child Care Ind. Study (8322), Job Shadowing (8401), Introduction to Electronic Media and Production (Communications Academy III) (7742), Communications Ethics and Publication Design (Communications Academy IV) (7752), Video Productions I (7201)).

Financial Literacy and (A) 4122 Credits: 2.5 22-210 Grade: 9

### Economics

This course will focus on the skills needed to prepare students to be financially literate in the global economy of the 21<sup>st</sup> century. Topics to be included in this course are the management of money, debt, credit and financial risks, insurance, financial planning, saving, investing, entrepreneurship and philanthropy. Students will also examine career choices with regards to income as well as how choices they make as consumers will affect themselves and the world around them. Students enrolled in this course will also be required to be enrolled in Computer Applications I course # 4222 offered through the Business Department.

Publishing with (A) 4182 Credits: 5 11-104 Grade: 11-12

### Technology I

Prerequisite: "A or B" average, good attendance, application required and selection by faculty committee.

This course is designed to teach students how to create a published document. The main document designed will be the yearbook. Students will learn desktop publishing, layout and design, photography, typography and copy writing skills. Students will take pictures, interview, write design pages and the cover of the current year's yearbook. Students must have good time-management skills and be responsible in order to be considered for this course.

Publishing with (A) 4172 Credits: 5 11-104 Grade: 12

### Technology II

Prerequisite: Successful completion of Publishing with Technology I with an "A or B" average, good attendance, application required and selection by faculty committee.

This course is a continuation of Publishing with Technology I. The main document designed will be the yearbook. Students will learn advanced desktop publishing, layout and design, photography, typography and copy writing skills. Students will manage all aspects of photography, interviews and page design as related to the current year's yearbook. Students must have good time-management skills and be responsible in order to be considered for this course.



Computer Appl. I (A) 4222

Credits: 2.5

10-004

Grade: 9

This semester course will enable students to make informed decisions about a wide variety of technology and their applications. Students will use technology to access, analyze, and evaluate acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Topics to be covered include the following: Intro to Cloud Computing, Identify and Use Cloud Computing Programs, Using Non-Cloud Based Software and Switching Between the Cloud, Formatting Documents in Multiple Applications, Workgroup Collaboration Tools, Effective Online Research, Presentations, Video Creation, Website Design, Spreadsheets & Databases, Digital Citizenship, Apps for School.

Computer Prog. I (A) 4292

Credits: 5

10-153

Grade: 9-12

This course is designed to teach students how to write computer programs that perform specific tasks. It provides a great opportunity to develop logic and analytical skills. The major topics of the course include use of variables, assignment statements, strings, decision statements, loops, functions, arrays and graphics. Students write interactive programs that respond to user events such as mouse clicks and key presses. Students will develop their own video game at the end of the course.

Accounting I/ (A) 6262

Credits: 5

12-104

Grade: 9-12

Sports and Entertainment Marketing

An understanding of assets, liabilities, and proprietorship are developed along with the initial balance sheet approach to mastering principles in accounting. Skills used by secretaries, bookkeepers, and general clerks are included, as well as the relationship between various records and an entire accounting system. The complete accounting cycle will be covered from analyzing transactions to preparing a post-closing trial balance. The development of an increasingly integrated global economy will also be discussed using current international events as a model.

Sports and entertainment marketing is a specialized course designed to offer students contemporary marketing skills using the sports and entertainment industry as a foundation. Students will build upon basic marketing concepts moving through merchandising, advertising, public relations, event marketing, sponsorship, endorsements and career opportunities within the industry. Current events within sports and entertainment will be highlighted throughout the semester to further enhance learning and foster relevance.

Intro to Technology (C) 7101

Credits: 5

21-056

Grade: 9-12

The world of technology and how it's affecting our world are studied by students in this course. Areas covered include mass production, robotics, computerized equipment, and other relevant areas, along with the historical background and probable future of their influence on our lives. In exploring the world of technology, the students experience a variety of hands-on activities, supplementing lectures, discussions, and videotapes.

Technology II (C) 7211

Credits: 5

21-056

Grade: 10-12

Prerequisite: Successful completion of Intro to Technology.

A deeper study of how things work. Areas include communication, principles of flight, robotics, rockets, solar energy and structural design. Using a problem-solving model, students will develop an understanding of how modern technology impacts life in today's world.

Woods I Technology (C) 7121

Credits: 5

17-006

Grade: 9-12

An introduction to the safety procedures used in the home and school shop and the care of hand and power tools are studied. The course provides an introduction to wood identification, grading, and selection. An introduction to project planning with emphasis on working drawings is also presented. Following the introduction, the course teaches jointing techniques, gluing operations, laminating procedures, and the fundamental use of hand tools.

Woods II Technology (C) 7221

Credits: 5

17-006

Grade: 10-12

Prerequisite: Successful completion of Woods I Technology.

Students in this course will be introduced to advanced woodworking techniques using the table saw, shaper, jointer, and lathe. These skills combined with drafting skills will enable the student to independently plan and construct a variety of woodworking projects.

Basic Drafting and AutoCAD (C) 7141

Credits: 5

21-102

Grade: 9-12

Students are introduced to the basic fundamentals of drafting through the use of pencil, paper and drafting equipment and Computer Aided Design through the use of AutoCAD. Drafting techniques for lettering, sketching and drawing two and three dimensional objects, multi-view projections, dimensioning and time management techniques will be taught both manually and on the computer. The students will also be exposed to the process of problem solving and model making. They will be given an exposure to how drafting techniques are used in Graphics and Design Technology.

Video Production I (C) 7201

Credits: 5

05-168

Grade: 10-12

(Communications Academy students are not permitted to take this class.)

An overview to the area of video production is presented, with both technical and vocational aspects being emphasized. Students are instructed in television studio equipment operation and personnel. Studio lighting and audio systems are covered in the productions of various program formats (e.g., news, talk show, public service announcements, etc.). Post-production skills of editing and special effects are also covered. Involvement with the morning news show and various out of class activities are requirements of the course.

Advanced Drafting and Pre-Engineering (C) 7251

Credits: 5

21-107

Grade: 10-12

Prerequisite: Successful completion of Basic Drafting and AutoCAD.

Students will further develop their drafting and AutoCAD skills through drawing and project assignments. Production of more advanced drawings and the use of advanced problem solving techniques will be taught as we study pre-engineering. The study and creation of working models will be used to prove design theories for assigned problems. Students will be given the opportunity to showcase their work in a variety of venues throughout the year.

Entrepreneurship in Agricultural Business (C) 7451 Credits: 5      18-202      Grade: 11-12  
Whether starting your own business, or preparing for future employment, this course will help you to develop the tools for success! Discover how to prepare a business plan, organize a business, and effectively manage your resources. Find out the secrets of successful entrepreneurs and how they developed their “market niche”. Design your own advertising and marketing strategies and test them in real life situations. Use computer record keeping systems, set realistic business goals, improve your communication skills, and unleash the power of public relations. Local agricultural business partners will provide opportunities for project work and mentoring experiences. Possible career opportunities include: agricultural sales and service representative, financial planner, food marketing manager, human resource specialist and more! *Optional* opportunities for outside of class learning will be available through the Woodstown FFA Chapter.

Architectural Design (C) 7431      Credits: 5      21-147      Grade: 10-12  
Technology  
Prerequisite: Basic Drafting and AutoCAD.

Students explore the many areas involved in architectural drafting, design, and engineering. The students get advanced instruction in the different areas and the techniques used in the variety of jobs employing these practices. The areas to be explored in-depth include electrical, plumbing, and structural design, as well as the job opportunities, research techniques and presentations that are associated with this industry.

Agricultural Education (C) 7821      Credits: 5-20      18-247      Grade: 12  
Internship  
Prerequisite: Successful completion of 3 years of agricultural education.

Jump start your career with this exciting opportunity! Use the knowledge and skills that you have developed through the successful completion of three years of agricultural education to gain real life experience in the workplace. Candidates will be placed in an approved agriculturally-related business relevant to their individual career goals. All students accepted into this course will attend school on an abbreviated schedule, devoting the remaining school hours to their internship positions. Students will be evaluated by the employer and the agricultural education instructor each marking period to determine grades.

Family and Consumer Science I (A) 8102      Credits: 5      22-201      Grade: 9-12  
This is a hands-on course where students will be exposed to a variety of 21<sup>st</sup> century educational experiences. Students will become informed consumers by learning the importance of using time, energy, money, equipment, and foods efficiently. Students will explore healthy food choices, nutrition, and the proper use of kitchen equipment. Students will learn basic sewing skills, craft skills, and develop an awareness of design and fashion.

Child Care (A) 8302      Credits: 5      19-051      Grade: 11-12  
and Development I  
Childcare and Development I provides for a better understanding of children and their growth. Students observe and work with children, as well as become aware of the far-reaching responsibilities they have as future adults. The course provides regularly scheduled classes each day, including a Childcare Learning Lab for part of the school year. The students will explore the intellectual, social, physical, and emotional development of the preschool aged child.

Child Care (A) 8322  
and Development II

Credits: 5 (Sem. I)

19-051

Grade: 12

Prerequisite: Successful completion of Childcare and Development I. Appropriate GPA and completed application required, selection by faculty committee.

This Independent Study course provides additional opportunities for students to study the growth and development of children. Students will work with elementary aged children located at the Early Childhood Learning Center for two periods daily.

Child Care (A) 8322  
and Development III

Credits: 5 (Sem. II)

19-051

Grade: 12

Prerequisite: Successful completion of Child Care and Development II. Appropriate GPA and completed application required, selection by faculty committee.

This Independent Study course provides additional opportunities for students to study the growth and development of children. Students will work specifically with an early childhood teacher and his/her students located at the Early Childhood Learning Center for two periods daily.

**The Arts Department**

(The following courses fulfill the Visual & Performing Arts requirement for graduation: Band (9101), Choir I (9111), Art I Foundation (9121), Choir II (Advanced Choir) (9211), Prints/Crafts/Fibers (9221), Music Theory (9292), Music Technology (9212), Drawing/Painting (9322), Advanced Painting (9422), Music Appreciation (9201), Intro. to Art History (9412), Intro. to Graphic Arts (9172), Graphic Arts II (9272), 3-Dimensional Design (9161).

Band (C) 9101

Credits: 5

05-101

Grade: 9-12

Prerequisite: Ability to play a band instrument.

The first marking period is spent on marching band, with a band camp preceding the beginning of school. Emphasis is placed on music, memorization of music, marching and field show performances. All football games, parades, and field shows are mandatory. The second, third, and fourth marking periods will be stressing concert band music. The band will concentrate on individual musicianship dealing with tone control, technique, fingerings, posture and sight-reading. Our performances are the winter program and a spring program. Any other concerts and rehearsals planned by the director are also mandatory.

Choir I (C) 9111

Credits: 5

05-110

Grade: 9-12

Prerequisite: Membership in choir in previous academic year or by audition with the director.

Choir I (The Woodstown High School Chorus) is for students who enjoy singing and wish to develop their voices through group instruction and preparation of choir music. Chorus members also study music fundamentals, improve listening skills and learn to sight-read new music. Chorus members are required to participate in the winter and spring concert programs.

Music Appreciation (C) 9201

Credits: 5

05-118

Grade: 9-12

Music Appreciation explores the elements and history of music. Students will develop listening skills and increase their knowledge of musical mechanics, famous American and international composers, and their works. They will acquire knowledge and skills that increase their aesthetic appreciation of music and enable them to make informed, critical judgments about the quality and effectiveness of performances, compositions, and arrangements of various styles of music.

Prerequisite: Basic knowledge of musical notation.

The primary focus of Music Technology is computer-based recording and editing of music. Methods include MIDI, loop-based composition, recording, editing and remixing. Students learn to operate sound systems and record live performances through the proper use of microphones. Software is used to produce and master recordings. Students also learn about live sound reinforcement and opportunities in the music industry.

Choir II (Advanced Choir) (C) 9211

Credits: 5

05-110

Grade: 9-12

Prerequisite: Membership in Choir II in the previous academic year or by audition with the director. Final determination of placement in this course is at the discretion of the director.

Choir II (The Woodstown High School Concert Choir) is for students with mature singing voices who wish to further develop their abilities through the preparation of advanced choral music. Concert Choir members develop listening skills and sight-read new music at an advanced level. Concert Choir members are required to participate in the winter and spring concert programs, as well as other performances and competitions throughout the school year.

Music Theory (A) 9292

Credits: 5

05-113

Grade: 10-12

Prerequisite: One year of high school band or chorus or the successful completion of the Music Theory Placement Test.

Music theory students study harmony, arranging, composition, analysis, ear training and dictation. Traditional methods of written music theory are supplemented with computer-based instruction and recordings.

Art I Foundation (C) 9121

Credits: 5

05-154

Grade: 9-12

The world of art is introduced in this foundation course. An introduction to the basic elements and principles of design, drawing, printmaking, painting and 3-dimensional art are stressed to give the student the broadest possible basis for individual expression and personal development as a visual artist. This course incorporates a problem solving, “hands-on” approach through the use of the elements and principles of art. Various artists are also introduced with each project.

Introduction to Graphic Arts (A) 9172

Credits: 5

05-162

Grade: 9-12

This course will introduce students to the computer as a tool for design. By learning the fundamentals of software most commonly found in design and imaging studios, this course will serve as a bridge between the worlds of art and career. Students will also learn the basics of web page design, scanning and digital photography. Through the use of the latest technology, students will learn basic design principles, composition, and the visual language of communication. Assignments will emphasize the visual transmission of concepts and may include logo design, packaging, brochures, invitations, posters, magazine illustrations, CD covers, typography and layout. A limited number of projects will require conventional art media. No previous art experience is necessary.

3-Dimensional Design (C) 9161

Credits: 5

05-158

Grade: 9-12

This course will consider the formal elements of design as they relate to 3-dimensional structures and concepts. An emphasis will be placed on creative problem-solving, developing perceptual awareness and self-expression. Various methods and materials will be explored including: sculpture, ceramics, architecture, assemblage product design, fibers and found objects.

Prints/Crafts/Fibers (C) 9221

Credits: 5

05-164

Grade: 10-12

Prerequisite: Successful completion of Art I Foundation with a "C" or better, or with the approval of the instructor.

A variety of media and different design sources from various cultures and ages are presented. The appreciation of design throughout history and the understanding that crafts reflect the people and society that created them are discussed. Students create original works of art based on personal experiences, research and the basic art principles introduced in Art I Foundation. Projects will include linoleum and wood cut prints, etching, relief prints, paper making, fibers such as weaving and basketry, textile design and mosaic tiles. Students are also exposed to career opportunities available in various areas of craft design.

Graphic Arts II (A) 9272

Credits: 5

05-162

Grade: 10-12

Prerequisite: Successful completion of Graphic Arts with a "B" or better, or approval from the instructor.

This course is a continuation of the concepts and techniques learned in Introduction to Graphic Arts. The application of design principles will be emphasized along with the exploration of some of the advanced features of Photoshop 7.0. Independent student work will be stressed.

Drawing/Painting (A) 9322

Credits: 5

05-155

Grade: 10-12

Prerequisite: Successful completion of Art I Foundation with a "C" or better, or with the approval of the instructor.

The basic fundamentals presented in Art I Foundation are further developed. Design and problem-solving are explored more thoroughly while creating works of art in pencil, pen and ink, charcoal, acrylic, and watercolor. Drawing and painting styles are developed through the study of art history from the Middle Ages through Cubism. Proportion, anatomy and structure of the human form are covered to develop confidence, personal freedom and expression, and sound drawing skills. In-class lectures on media and materials cover paint, surfaces, brushes and processes. Assignments in this class will include portfolio requirements, such as correct presentation of drawings, how to organize a portfolio, and strategies for creating an outstanding portfolio.

Introduction to Art History, (A) 9412

Credits: 5

05-152

Grade: 9-12

A Survey

In this course, students will examine the meaning and creation of art from early civilizations through present day. Art concepts, the elements and principles of art, art terminology and various art media will be explored. Students will learn to recognize various styles and trends in art. Students will compare and contrast works of art, critique and evaluate artwork, and discuss aesthetics. Students will be required to complete various projects to coincide with art period studies.

Prerequisite: Successful completion of Drawing/Painting with a grade of “C” or better, or with approval of the instructor.

Problem-solving and creative thinking skills through individual expression in more advanced paint media are explored in this class. Color theory, acrylic, oil and watercolor painting through formal, imitational and expressive formats are the areas of study. Students will explore possible careers in art by visiting artists and college exhibitions and studying art history. Individual and group critiques will be required. Assignments in this class will include portfolio requirements, such as correct presentation of paintings, how to organize a portfolio, and strategies for creating an outstanding portfolio.

### **WOODSTOWN HIGH SCHOOL AGRICULTURAL EDUCATION PROGRAM**

The agricultural, food, and renewable natural resources sector of the U.S. economy continues to experience a period of growth. This growth is attributed to the ability to maintain a safe food supply that is affordable and nutritious. Combined with the need for individuals who manage our nation’s water resources and develop renewable energy this will generate an estimated 54,400 annual job openings. Career options include: animal scientists, biochemists and biophysicists, environmental engineers, food scientists and technologists, market research analysts, soil and plant scientists, and veterinarians.

Agriculture and forestry production will also experience a deficit of qualified workers in the immediate future. There is an anticipated need for more growers of specialty food crops, including organic fruits and vegetables, and bioenergy crops. Advancing technologies will require additional precision agriculture specialists.

The Woodstown High School Agricultural Education Program seeks to meet these needs by providing rigorous, articulated agricultural courses that will prepare students for careers and post-secondary education in agriculture, food, and natural resources. Employers have expressed a preference for graduates from colleges of agriculture and life sciences due to more extensive work experiences. Students enrolled in the Woodstown Agricultural Education Program have the unique opportunity to gain valuable work experiences and career preparation skills through classroom instruction. Student Supervised Agricultural Education Programs (SAEP) continue to encourage valuable work experience outside of the classroom. SAEPs may be entrepreneurial, workplace, exploratory, or research based.

#### **Sequence of Courses**

<u>Agriculture, Food, and (A) 5142</u> <u>Natural Resources</u>	Credits: 5 (Lab)	18-308	Grade: 9-10
<u>Horticulture/Principles of (A) 5242</u> <u>Agricultural Science- Plant</u>	Credits: 5 (Lab)	18-052	Grade 10-12
<u>Veterinary Technology (A) 5342</u>	Credits: 5 (Lab)	18-105	Grade: 10-12
<u>Entrepreneurship in (C) 7451</u> <u>Agricultural Business</u>	Credits: 5	18-202	Grade: 11-12
<u>Ag Education Internship (C) 7821</u>	Credits: 5-20	18-247	Grade: 12
<u>Food Science (A) 5222</u>	Credits: 5	18-001	Grades: 11-12

## **SENIOR OPTION PROGRAM**

This program is a unique and worthwhile opportunity for senior students to receive college credit while still attending high school. All students participating in the program will be responsible for tuition, fees and books at Salem Community College's current rates. The students will be responsible for transportation to and from the college. The credits earned for the courses taken at Salem Community College will not count towards class rank or high school graduation requirements, nor will they be calculated into a student's GPA. Students must also be in good academic standing to participate in this program having passed all required courses and the PARCC Assessment to graduate. In addition to course facilitation and instruction, the college will also provide academic counseling for all enrolled students.

## **SENIOR JOB SHADOW PROGRAM**

Senior Job Shadow Program (C) 8401 Credits: 5 19-198 Grade: 12  
Prerequisite: It is recommended that the student be a current member in good standing of Future Educators Association (FEA).

This course is designed for the senior student that is interested in pursuing a career in the field of education. Students would work with a classroom teacher providing assistance during the normal school day. Students would also be involved in the following activities: lesson planning, development of a portfolio, bulletin board creation, research for lesson plans, projects, and development of appropriate classroom management strategies. Students will be responsible for completing a report or project at the end of each marking period and in some instances may be asked to teach a lesson.

## **VOCATIONAL SCHOOL DESCRIPTIONS**

Attending vocational school does not preclude the possibility of a student pursuing a college degree after high school.

### Salem County Vocational Technical School (Career and Technical High School)

The Career and Technical High School is the shared-time vocational high school with programs made available to select students. Vocational technical programs provide training for entry-level job skills, while students continue to participate in all appropriate academic, social, and athletic activities at their home high school.

## **VOCATIONAL TECHNICAL SCHOOL OFFERINGS**

Vocational Technical School offerings are eligible to be taken by 9<sup>th</sup> – 12<sup>th</sup> grade students on a full time basis. In individual situations, administrative approval may be given to allow students to take these courses prior to their junior year.

Allied Health Professionals (C) Credits: 20 Grade: 11-12  
This course focuses on the health care industry for employment in doctor offices, hospitals, nursing homes, surgical centers and as unit clerks. Instruction includes the care of patients, anatomy, physiology and medical terminology, psychology of the aging process, growth and development of children, stages of illness and wellness and the opportunity for CPR certification.



Auto Collision Repair Technology (C) Credits: 20 Grade: 11-12  
This course focuses on identification, construction, removal, replacement and repair of all automobile body parts, glass and upholstery through metal straightening and finishing, spray painting methods, gas, plasma, arc and MIG welding. This is an ASE Certified program. This Youth Transition-to-Work twelve-month optional program includes a summer work component.

Automotive Technology (C) Credits: 20 Grade: 11-12  
This course focuses on maintaining, diagnosing and repairing engines, automatic and manual transmissions, suspensions, wheel alignment, power steering systems, brakes, emission control systems, fuel systems, electrical, heating and air conditioning systems. This is an ASE Certified program, which includes safe removal and recycling of hazardous materials. The Youth Transition-to-Work twelve-month optional program includes a summer work component.

Child Care and Early Childhood Ed. (C) Credits: 20 Grade: 11-12  
This course focuses on early childhood development, child activity planning and implementation, behavior management and guidance skills, nutrition and parenting skills and laboratory participation in an on-site day care center. Clinical experience is also provided in a special needs classroom setting.

Computer Assisted Design and Drafting (C) Credits: 20 Grade: 11-12  
This course focuses on designing and drafting application skills in machine, piping, electrical, HVAC, electronic and architectural on state-of-the-art drafting equipment. Students will receive ADDA certification upon completion of the program. This Youth Transition-to-Work twelve-month optional program includes a summer work component. As part of the Tech-Prep Program, students may earn college credits and receive advanced placement at Salem Community College.

Construction Technology (C) Credits: 20 Grade: 11-12  
This course focuses on developing skills in construction, carpentry and masonry. Training includes job layout operations, blueprint reading, hand and power tool use, fastening methods and estimating procedures. Hands-on experiences through shop and community projects.

Cosmetology (C) Credits: 20 Grade: 11-12  
This course focuses on learning how to wash, cut, curl and style all types of hair. Advanced training in permanent waving, chemical relaxing and hair coloring. Makeup application, skin care, manicures, barbering and shaving are also taught. Students are prepared to take the State Board Examination for licensure.

Culinary Arts (C) Credits: 20 Grade: 11-12  
This course focuses on a view of commercial foods industry covering career opportunities from basic helpers to working chefs and management. Students learn front and back of the house operations by planning, preparing and serving daily meals while learning about quality control, sanitation and safety practices. Gourmet cooking, buffet and banquet preparation, catering functions and culinary competitions are covered in this Tech Prep program. Students may earn college credits and receive advanced placement at Atlantic Community College.

Electrical Technology (C) Credits: 20 Grade: 11-12  
This course focuses on industrial, residential and commercial wiring, through hands-on experience along with electrical theory. Students' training includes use of hand and power tools, precision measuring instruments, diagnostic equipment and blueprint reading. Qualified graduates may receive credit for registered apprenticeship programs through electrical contractors and local unions.

Computer Hardware & Software (C)

This course focuses on the skills necessary to maintain personal computers in a networked computing environment including peripheral equipment. It includes Novell and Microsoft network operating systems administration, design and implementation of local area computer networks, troubleshooting and repair of computer systems and Internet access through telecommunications systems. Second year students may test and qualify for A+ Technician Certification, Novell, and Microsoft certified Network Administrator.

Law Enforcement and Public Safety (C)

Credits: 20

Grade: 11-12

This course focuses on training in law enforcement and public safety for students to pursue a career pathway that includes a law enforcement officer, firefighter or emergency medical technician. Skills taught include criminology, occupational safety and health, fire fighting, emergency management and emergency medical technology. This program interfaces the School-to-Work program with Salem County law enforcement, fire fighting and emergency response agencies from the federal, state, and local sector.

Welding (C)

Credits: 20

Grade: 11-12

This course focuses on developing skills in shielded metal arc, tungsten inert gas (TIG), metal inert gas (MIG) and oxyfuel welding techniques. Through the use of blueprints and development of layout procedures, students learn to make multi-positional, high quality welds on a variety of metals. Occupations for graduates include welder's apprentice, flame cutter, pipe and metal fabricators.

**SALEM COUNTY ARTS, SCIENCE AND TECHNOLOGY HIGH SCHOOL****Academy Programs**

Contact: Mark Kasubinski, Student Information Coordinator  
Salem County Vocational Technical School  
769-0101 ext. 370 mkasubinski@scvts.org

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

Through this academy program, students will receive a thorough education in agriculture as well as the associated environmental fields of study. Courses of study within the Agricultural Sciences academy include: Introduction to Agriculture; Environmental Science; Aquaculture; and Agriculture, Food, and Natural Resource. Through an articulation agreement with Salem Community College, students enrolled in this academy for the full four years are able to earn as many as 17 college credits while still in high school. Academy students are also eligible to become members of FFA, a national student organization that promotes proper stewardship of our natural resources; advancement of agriculture; and the development of leadership, communication, and social skills.

### Academy of Medical Sciences

#### **Hosted at the Career and Technical High School**

This academy provides students with a full range of career experiences within the medical sciences. Students will undertake a rigorous curriculum that encompasses math, physics, chemistry, biology, and healthcare practices. Through a partnership with Salem Community College, students enrolled in the Academy of Medical Sciences will participate in four years of college preparatory education, earning 36 college credits while still in high school. Students in this academy are also eligible to become members of HOSA, a national student organization that develops leadership qualities while exploring the many healthcare and medical careers that are available.

### Academy for Energy Applications

#### **Hosted at the Career and Technical High School**

The Academy for Energy Applications is offered through a partnership with PSEG Nuclear. The academy explores both the existing systems of delivery, as well as the development of renewable sources in emerging fields of energy. Students learn the engineering of power generation and apply the principles of chemistry and physics. This academy also includes the study of the history, structure, and future of electric power production with both traditional and alternate energy sources. Through hands-on application, students will engage in science experiments, modeling, and schematic mock-ups including solar panels and wind turbines. Cross-curricular projects will be developed with real-world components.

### Academy of Engineering & Technologies

#### **Hosted at Penns Grove High School**

This pre-engineering program focuses on technical excellence, communication skills, and a well-rounded general education. Math, science, and computer science courses are all linked to engineering problems, applications, and solutions. Among the signature components of this academy are the science and technology laboratory courses, all of which accentuate hands-on, team-oriented approaches to this highly multi-disciplinary field of study. Articulation agreements with Salem Community College and Rowan University allow students to participate in college-level courses during senior year as part of the academy's curriculum.

### Academy of Graphic Design in Multi Media Technology

#### **Hosted at Pennsville Memorial High School**

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

## Academy of Creative and Performing Arts:

### Dance

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

The Academy of Creative and Performing Arts –The core arts component will focus on dance. This program is designed for the serious-minded individual who wishes to explore their artistic discipline fully. Its goal is to introduce students to a variety of dance disciplines and equip them with a high degree of technical proficiency in at least one of those disciplines. In addition, students will gain a basic understanding of the historical development of dance, be able to present analysis of works of art from structural, historical and cultural perspective and build an awareness of the strong links between the fine arts, music, theatre and dance.

### Drama

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

The mission of the Drama academy is to create a highly specialized and safe learning community promoting honesty, integrity and citizenship while challenging students through rigorous academics. Students in this academy will become versed in literature as well as the language of theatre while gaining a practical understanding of scripts. The Drama academy will also expose students to the various aspects of technical theatre including lighting, sound, set design, costume design, and front-of-house operations. In a broad sense, this program fosters strong personal, intellectual, and social development while opening the door for students to pursue a career in the theatre arts.

### Visual Arts

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

Students in this academy will pursue a professional, studio-intensive program designed for those who wish to become illustrators, designers, or fine artists. The standards are high and the work is demanding, but the ultimate rewards are great. The academy provides students with a thorough grounding in fundamental principles and techniques with opportunities for concentration in one or more specific fine art areas. There are a wide variety of studio experiences, which may include: basic drawing; ceramics; illustration; photography; printmaking; painting; and sculpture. Students will have access to skilled artists through the resources of Appel Farm Arts and Music Center and will be exposed to many types of visual art through field trips to museums.

### Vocal Music

#### **Hosted at Pennsville Memorial High School**

This academy is designed for the serious minded student who wishes to fully explore their artistic major. Students explore various aspects of music included in typical college courses. This includes a basic understanding of the historical development of music; music theory; composing and arranging; elementary piano playing; ear training; and conducting. Students participating in the Vocal Music academy are enrolled in a double period in the core curriculum each year. One is their major performance ensemble—the Eagle Singers—and the other is an Advanced Music Class. In addition, students receive a private or small group voice lesson with a vocal specialist on a regular basis.

**Hosted at Pennsville Memorial High School**

This academy is designed for the dedicated student who wishes to fully explore their artistic major and pursue music as a college major. Areas of study within this academy include a basic understanding of the historical development of music; music theory; composing and arranging; elementary piano playing; ear training; and conducting. Students participating in the Instrumental Music academy are enrolled in a double period of core major curriculum each year. One is their major performance ensemble (Band or Orchestra) and the other is an Advanced Music Class. In addition, students receive a private or small group lesson on their major instrument with an adjunct specialist on regular basis.

Academy of Communications and Information Technology

**Hosted at Woodstown High School**

The Academy of Communications and Information Technology prepares students for postsecondary study of communications and provides opportunities for talented students who are interested in working in various areas of the mass communications field. The focus of the program is on written, oral, and audiovisual communications skills. Students will read, view, evaluate, and create a variety of newspaper and magazine articles; scripts for radio, TV, and film; as well as speeches, presentations, and skits. Students will cover newsworthy events and develop articles for publication in school and district newsletters and local newspapers. Through hands-on experience in a video production studio and other mass media outlets, Academy students will also gain an understanding of the technology used in mass communications. A television studio room with a green screen is adjacent to the classroom, which houses a number of iMac computers for audiovisual editing. Students use I-movie and Final Cut Express extensively over their four years in the Academy. As students progress through the academy program, they will develop both a written and an electronic portfolio of their work. Each year, students will have the opportunity to go on “curriculum-in-action” field trips that expose them to various media enterprises. Some examples of past trips include participating as the live studio audience for the NBC-10 show, going on a behind-the-scenes tour of Lincoln Financial Field and NFL Films, and students acting as reporters in emergency drill press conferences with the PSEG nuclear plant. The academy will bring special guests in, as well, to relate their work experiences with students. Past special guests include newspaper reporters from *The Philadelphia Inquirer*, representatives from NFL films, published authors, and college representatives. Students will also have an opportunity to get valuable work experience in some area of communications via our internship program, which takes place in the spring of their senior year.

Students enrolled in this academy have one double period of communication skills during their freshman and sophomore years. These classes integrate the requirements for College Prep English students with the study of communications. Classic literature will be included in the English courses, with projects and activities having a connection to the mass media studied in Communications. During the junior and senior years, students will be enrolled in either academic or honors/AP English courses, in addition to a double period of communications study (and the internship). The junior and senior level communications courses will give students hands-on experience in the video studio (junior year) and an internship experience (senior year), as well as an opportunity to organize and produce an annual film festival with prizes and judges, a senior class memory DVD, and other professional audio-visual productions.

**Academy Admissions Requirements:** In order to participate in the Academy of Communications and Information Technology, students should have strong reading and writing skills and an interest in the application and use of communications. Students will be required to attend an interview with teachers and administrators, in which they answer questions about themselves and their interest in the Communications Academy. They will also be required to submit a writing sample at the time of the interview, which typically takes place in the spring prior to the next school year. In addition, standardized test scores in reading and writing, as well as recommendations from 7<sup>th</sup> and 8<sup>th</sup> grade English teachers, will be utilized to determine acceptance into this academy program.

Introduction to Mass Media and Their Influences (A) 7722                      Credits: 10      11-001                      Grade: 9

(Communications Academy I)

Prerequisite: Summer reading is required and will be assessed in early September.

This double-period course combines the components of English I (A) with an overview of communications studies. Students will be focused on writing skills essential to media production, news reporting, documentation, and developing audience appeal with special emphasis on journalism.

Oral Communication and Journalism (A) 7732                      Credits: 10      11-149                      Grade: 10

(Communications Academy II)

Prerequisite: Summer reading is required and will be assessed in early September.

This double-period course combines the components of English II (A) with an emphasis on public speaking, debate and journalism. Students will continue to refine their writing skills and will study the relationship between oral and written communications while studying elements of persuasion and presentation.

Introduction to Electronic Media and Production (A) 7742                      Credits: 10      11-103                      Grade: 11

(Communications Academy III)

Prerequisite: Introduction to Mass Media and Their Influences, and Oral Communication and Journalism

(Encompasses introduction to electronic media/integrated media/audio media production/television production, does not count as Junior English.)

In the third year, after being equipped with the writing and verbal skills necessary to production, the electronic medium is introduced. Audio (radio, recording, and narration), visual (television and video) production, as well as mass print media become the curricular focus. Production, both on-air and off-air technical aspects of the field allow students opportunities in actual live and taped presentation. Students experience script composition, program design and the technology of audio and video production. Communications III does not supplant the English requirement of the junior year.

Publication Design

(Communications Academy IV)

Prerequisite: Introduction to Mass Media and Their Influences, and Oral Communication and Journalism, and Introduction to Electronic Media and Production

This final year of the Communications Academy gives students the opportunity to experience working in the mass communications field. Students will be assigned placement(s) in and outside the school district during their class time, serving as apprentices in various fields of mass communications with an emphasis on publication design. Students will also study advertising and public relations in more depth, as well as issues related to mass media law and ethics. Students must also enroll in an English IV course.