Paulsboro High School

**2014-2015**

**COURSE SELECTION GUIDE**

**Grades 7-12**

**“Paulsboro PRIDE – Raider RESPECT”**

December, 2013

Dear Students,

The decisions that you make as part of course selection impact the rest of your life. The courses you choose determine what you will be prepared to do after you graduate from Paulsboro High School. Being accepted to attend college, entering the workforce or serving in the armed forces begins with the decisions that you make during course selection.

My advice is to challenge yourself as well as explore your options. If you have the opportunity to take a difficult course, take it! If you are not certain if you will like a particular course, try it! I encourage you to establish a very high standard for yourself. Push yourself into courses that are just beyond your comfort zone.

Use the school resources that are available to you. Your teachers and guidance counselors have experience helping prepare for the future. Most importantly, they care about you and want you to be successful. Listen to them, ask them questions then trust their wisdom and concern for you.

The same is true for your parents, friends and family. Talk to them about your dreams for the future as well as what courses you should select. Nothing will make them happier than helping you have a great future.

At the end of the day, it is your future that you are planning. Be comfortable with your courses then ask yourself, “Can I do more?” If you say “yes” go back and opt for at least one more difficult course.

Sincerely,

Dr. Walter C. Quint

Interim Superintendent of Schools

**Paulsboro Board of Education**

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Ms. Jennifer Johnson, Business Administrator/Board Secretary

January, 2014

Dear Parents and Students:

 ***Always start with the end in mind!***

 Using this statement as your guide in all that you do will ensure your success!

 As you begin to select courses for the upcoming school year, it is very important that you look past the moment and revisit your career goals. Knowing where you want to be tomorrow is necessary to help you decide what you will do today. Enroll in courses that are appropriate for these future goals.

 Take time to discuss your career goals, your post-graduation plans and your course selections with members of your family, friends, teachers and counselors. Use their input to make the right choices. Together, anything is possible.

 Many individuals were consulted, as this course selection guide was prepared. Courses were added, curriculum was adjusted and course titles were changed using the needs of Paulsboro High School students and New Jersey Core Curriculum Content Standards as our guide for all decisions reached. This guide contains all the necessary immediate information needed to make your curricular decisions. In addition to all of the course offerings for grades

7-12, this guide contains graduation requirements, study hints, student expectations and a program planner and worksheet.

 Please feel free to contact anyone at any level of the Paulsboro High School Team to assist you in answering any questions you may have about individual courses or programs of study. It is only in looking towards the future without forgetting our past that we will be truly successful.

 Good Luck with this very important endeavor!

Sincerely yours,

Paul Morina

Principal

**Paulsboro High School**

**Paulsboro, New Jersey**

**Paul Morina**

 **Principal**

**James Pandolfo**

**Assistant Principal**

**Grades 9-12**

**LEGEND OF PEGASUS**

Pegasus is the name of a mythological Greek horse. It sprang from the blood of the slain Medusa, a snake haired woman so ugly that a man would turn instantly to stone if he looked at her. The goddess Athena caught and tamed the horse with the silver wings and presented him to the Muses who presided over the arts.

Besides being a symbol of the arts, especially writing, Pegasus was known to participate in many ancient battles giving his rider a tremendous advantage. Eventually, Pegasus became the favorite of Zeus, the king of the gods, and carried the thunder and lightning bolts to him in battle.

Because of the association with writing and communication, Pegasus has become the symbol of the Reader's Digest. The name has also been selected for one of the United States communication satellites.

The association of the "Flying Red Horse" with the Mobil Oil Company led to its adoption as the symbol of Paulsboro High School. Unlike the symbols of most other schools, Pegasus signifies achievement in the arts as well as supremacy in battle.

January, 2014

Dear Students,

You have been assigned a very **special person** to help you grow and develop during high school… **Your School Counselor**. Your counselor’s major task is to see that you graduate after having experienced a rich and rewarding high school career.

Yes, your **counselor** is the key figure who coordinates your efforts with those of your parents and teachers to enable you to realize your goals.

Help *is* available to you whenever you need it. All you need to do is to stop in the Counseling Office and request to see your **counselor.** From time to time, he or she will be contacting you. Your meetings together, may concern test results, grades, personal problems, post-high school plans, or any number of other issues that can arise from life in high school.

The proper selection of subject-matter courses is one of the most important tasks that **you** and your **counselor** accomplish together. Consider with care the many courses listed in this guide. Your **counselor** will do everything possible to help you select the most appropriate program of studies for the 2014-2015 academic year.

This guide has been prepared after much thought and investigation. It has been designed to meet the needs of all students. Read it carefully; notice that Paulsboro High School offers a wide variety of subjects.

Sincerely,

Mr. Vincent Giovannitti, Guidance Chairperson

 School Counselor

Mrs. Melba Suggs

 School Counselor

Mrs. Christie Konzik

 School Counselor

Mrs. L. Jean Brown, Grade 7-12 Student Assistance Counselor

Mrs. Janet L. Montemore, Guidance/Registrar

## Graduation Requirements

**(Grades 9-12)**

In order to graduate from Paulsboro High School and receive the state-endorsed Paulsboro Board of Education diploma, a student must complete the following:

1. All graduates must earn 130 credits.
2. For homeroom assignment purposes, a student must reach the following levels:

 \* Sophomore: 30 credits

 \* Junior: 60 credits

 \* Senior: Total earned credits plus present schedule must equal 130 credits

 3. **All students must successfully complete the following courses in order to earn the state endorsed high school diploma.**

* 1 year of Physical Education and Health for each year in school
* 4 years of English (research paper will be required in English III and English IV)
* 2 years of U.S. History and one year of World History
* 3 years of Mathematics
* 3 years of Science
* 1 years of Visual & Performing Arts
* 1 year of World Language
* 1 year 21st Century Life, Careers, and Technical Education
* 1/2 year Economics (Class of 2014)

 ”Successful completion” means that the student has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

4. In addition to the above requirements, all students are required to take **eight assigned periods** of classroom **instruction** each day and/or each semester, with the following exceptions:

* A Course with a Laboratory Period
* Students in Vocational School Programs would be given credit for three assigned periods of the eight required
* Seniors who take college courses will be handled individually, depending on where and when the courses are given. Their programs are to be approved by the Guidance Chairperson and Principal and forwarded to the Superintendent

5. Chapter 241, Laws of 1979, require that students pass state examinations in reading, writing, and computation, before being granted a high school diploma. The Superintendent shall develop and put into effect the procedures necessary to access each pupil upon entry into the system, and annually thereafter, to identify those pupils no Superintendent shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

6. The Paulsboro Board of Education will not condone, nor permit, absences from school on any day for any reason not specified in law or policy, and will not issue full credit if student attendance requirements are not met. Therefore, the attendance policy, adopted by the board on September 9, 1980, will become part of the graduation requirements.

7. Any exceptions to item 1,2, or 3 must be recommended by the Guidance Chairperson, Principal, Superintendent and approved by the Board of Education.

**REPORT CARDS**

Report cards are distributed every nine weeks. Students may earn the following grades:

 **A-Excellent 90-100**

 **B-Good 80-89**

 **C-Fair 70-79**

 D-Passing 65-69

 **F-Failing 64 and below**

Students who meet the following requirements will have their names placed on the appropriate honor roll:

**Principal's Honor Roll:** To be eligible, a student must receive

 all "A's".

**Honor Roll:** To be eligible, a student must receive

 all “A's" and "B's".

Report card grades represent the teacher's assessment of a pupil's achievement based on tested mastery of course content, class participation, and evaluation of homework assignments.

**CLASS RANK**

**2014-2015 SCHOOL YEAR**

In order to place more “weight” on Honors, Gifted and Talented, or Advanced Courses at Paulsboro High School, the following procedure shall be utilized to determine class rank for high school students:

1. Rank in class is the position of any one student in a

 class in relationship to all other students in the class

 based upon a computed cumulative average carried to four

 decimal places and rounded to three places.

2. The weighted academic ranking system encourages students

 to enroll in Honors, Gifted and Talented, or Advanced

 Placement Courses and rewards the students’ for

 their efforts.

1. Only students who have been in attendance at Paulsboro

 High School for **two years** **or more** are eligible to receive

 the top four academic awards. This will be computed by

 using all four high school years.

1. If a transfer student enters the beginning of his/her

 Grade 10 year, and has been involved in Honors, Gifted and

 Talented, or Advanced Placement courses, the high school

 personnel will weigh the courses according to

 the school of origin; therefore, allowing the student

 the opportunity of obtaining a fair and equitable class

 rank and grade point average.

1. The following courses are weighted four, or eight

 points. Each weighted course will be added to the total

 sum of grades before dividing the computed average.

 **8 POINTS 4 POINTS**

 Honors Biology Anatomy & Physiology Honors Physics Algebra II

 A.P. Calculus Gifted & Talented Art

 A.P. English III C.P. English I

 A.P. English IV C.P. English II

 A.P. Biology C.P. English III

 A.P. U.S. History II C.P. English IV

 Honors Chemistry Honors U.S. History I

 Honors Algebra II Honors U.S. History II

 Honors English I Honors World History

 Honors English II Calculus

 Pre-Calculus

 CP Biology

 CP Chemistry

 Trigonometry

 Honors Algebra I

 Honors Geometry

 **GUIDANCE SERVICES**

 **COUNSELING**

**Counseling** is the primary guidance service. Counseling is a student- counselor relationship in which a student has the freedom to express his/her ideas and feelings. The student is encouraged to seek information and examine alternate courses before acting. Counseling seeks to help students assume responsibility for making plans and decisions.

**STUDENT APPRAISAL**

The **counselor** gathers and organizes information about the students

from grades, standardized tests, information forms, and conferences with parents, teachers and students. He interprets this information to the student and his parents to help the student deal with needs and problems that may present themselves.

**REFERRAL**

The **counselor** may refer students to the other specialists in the school system or to other private and public agencies.

**EDUCATIONAL AND OCCUPATIONAL PLANNING**

The **counselor** shows how interests, aptitudes and abilities work together. Through various activities he/she provides information about careers and about the various opportunities for post high school education. He/She provides facts about the many available technical schools, apprentice programs, vocational programs, and assists students in applying for financial aid.

# GRADE 7 through GRADE 12

**STUDENT AGENDA/HOMEWORK ASSIGNMENT BOOK REQUIREMENTS**

* All seventh through twelfth graders are given a Student Agenda/Homework Assignment book. Parents are partners working with us to be sure this is maintained on a daily basis.
* You are recommended to carry this Agenda Book to each class.
* This book belongs to the school like a regular textbook. Your teachers, guidance counselor, or an administrator may request to see it at any time.
* If it is lost or damaged, you will be expected to purchase a new one.
* You are required to write down the date and homework assignments for each class every day. Also, include any upcoming quizzes, tests, and due dates for book reports, notebooks, etc.
* If your teacher desires, this Agenda Book can be incorporated into your marking period grade.
* Keep a copy of these directions in your Agenda Book at all times.

**Procedure for the**

**Promotion and Retention of Students**

**Grades 7&8**

The mission of Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Content Standards (NJCCCS) at every grade level.

Learning builds upon previous learning, and each Paulsboro High School student must be well prepared to meet the rigor and challenge of a new grade level as he/she progresses through the school years. Promotion to a new grade level is an accomplishment for a student because promotion demonstrates that the student has learned the requisite skills and knowledge and is prepared for the next challenge.

**Parent Contact**

Teachers will make every effort to inform parents either by phone, mail or email of any issues concerning failing grades. It is imperative that all updated contact information be provided to the school so that this may occur.

**Guidance Department**

In addition, each marking period guidance counselors will notify parents of any subjects that their child is failing. These notifications are mailed and ask parents to contact the guidance counselor to arrange a meeting to devise a plan to help the students improve his/her academic progress. By the end of March, parents will be contacted regarding possible retention and again be given the opportunity to schedule a conference regarding their child’s academic situation.

**Grades in Major Subjects**

If a junior high student fails two or more full year courses (LAL, Math, Social Studies, Science and/or Gym/Health), it will result in retention. If a student fails either the LAL or Math course and does not score proficiently in those areas on the standardized test, it will be recommended that the student successfully completes: summer school courses in either LAL or Math or any other qualified summer enrichment program as approved by the district.

**Grades in Special Area Subjects**

Failing grades in special area subjects (cycle, band & choir) and attendance records will also be reviewed when considering a possible retention. A student whose failure results in retention can attend summer school for these classes, and once successfully completed, can be promoted.

**Due Notice**

Parents and guardians will be provided notice of this procedure for promotion, placement or retention of students. A quality education requires a joint effort by Paulsboro Schools, students, and parents. The partnership will help all children achieve and meet promotion criteria.

# EXPECTATIONS OF STUDENTS

* Bring a pencil or a pen to class every day.
* Arrive to each class on time.
* Bring assigned books to class. All school textbooks must be covered.
* Bring your Agenda Book to each class.
* Be an active listener.
* Orally contribute to the lesson and speak only when given permission by the teacher.
* Study!!
* Do all assignments on time and follow any given directions.
* Follow all school and classroom rules and regulations.

# Steps in Developing your Schedule

## Grades 7-12

**Step 1** A classroom presentation by a counselor gives you the

 required information necessary for you and your parents to request courses for your following school year’s schedule.

**Step 2** Parent meetings can be scheduled to inform parents of the

 process and course requirements.

**Step 3** Teachers will complete recommendation sheets in all subject areas that are sequential. These recommendations will be in accordance with course pre-requisites.

**Step 4 Individual** parent conferences will be scheduled upon request or as deemed necessary to complete scheduling with students.

**Step 5** The school master schedule is developed and student

 schedules are generated. Conflicts will be resolved

 individually with a counselor.

### Change Of Course Selection Procedure

Once the student course selection process has started, the Guidance Department will not allow changes in course selections. The only exceptions will be the following.

1. A course was omitted.

1. A required course was missing from the student’s schedule.
2. Two courses were scheduled at the same time.
3. Student was scheduled for a teacher whom the student had failed a course with previously.
4. There is a desire to add a course in lieu of a study hall, provided there are available seats in that particular course.
5. An incorrect level of a course was scheduled.
6. A course requested was canceled due to low enrollment.

 8. A student passed a course in summer school and needs to add another course to his/her schedule.

 9. A student has registered for a sequence course and has failed the prerequisite course. The student will be contacted by phone to see if he or she would like to repeat the failed subject or select another course.

 10. A student in an Honors Class who does not maintain a minimum grade of 80% in a course will be required to meet with his/her parents/teachers/counselors/ administrators for a possible schedule change.

 Requests for changes in course selections **must be made in**

 **person in the Guidance Office.** However, there will be **NO** **SCHEDULING CHANGES** after July 15th. After the school year has started, and in the event there is a student request for a change in schedule, the following procedures will be in effect:

1. The student must obtain a Schedule Change Request Form from his/her counselor.

2. The student should discuss any planned change with the teacher whose subject he or she wishes to drop. The

 student must obtain the teacher's written approval to be dropped from the course.

3. The student must return this form to his counselor for discussion and for the counselor's written recommendation.

4. The student must take this form home and obtain the signature of his or her parent or guardian regarding the course change.

5. In addition to the returned form, the parent must call the counselor to verify parental approval.

6. The student must continue to follow the schedule and continue to do the work until an administrative decision has been made regarding the particular request.

7. All schedule changes will be completed by October 15th.

A student request for a change in level of instruction for a particular course (e.g. a change from Honors English II

to English II) is considered to be a significant and a serious request; the following procedure will be in effect:

1. The student must follow the six steps as previously indicated in the schedule change procedure.

2. After the Guidance Counselor has received the Schedule Change Request Form with all the necessary signatures, the Counselor will arrange a parent conference with the teacher, the student and his or her parent(s) to discuss all concerns, which are relevant to the level change request.

3. After the conference has been held and the teacher and the Guidance Counselor have made all recommendations, an administrative decision will be made regarding this particular request.

In the event that the student has eight subjects and wants to drop a course, which he or she feels may give him or her academic difficulty, the student may do so provided:

1. The course is not needed to fulfill graduation requirements.

2. The course is replaced with a spring semester course, which is offered during the same period.

No changes of teacher within the same course will be made except in special cases or previous failure. Where necessary such changes will be made at the administration's discretion and only after extensive investigation and departmental review of all the circumstances. In all schedule change matters, except clerical error, parental awareness is necessary before any schedule change can be made.

**The High School Building Principal reserves the right to approve or disapprove any course change.**

**Grade 7-12**

 **2014-2015 Course Offerings**

**English**

**198 Language Arts Literacy 7 7**

Language Arts Literacy is a course that will cover many areas of reading, writing, and oral communication. We will be covering several types of written text such as, biographies, short stories, folktale, poetry, drama plays, and novels. Students will also be focusing on new vocabulary, spelling and grammar skills. Writing will include persuasive writing, narrative, friendly letters, science and technology writing, and autobiographies. Students will work on their oral communication by reading aloud in class, presenting class projects, and working in groups. Most projects will be completed in their cooperative group.

**199 Language Arts Literacy 8 8**

Language Arts Literacy is a course designed to cover reading of all types of text. Comprehension and critical thinking of text will be evaluated. Students will also be focusing on grammar and vocabulary to increase the effectiveness of their writing. Writing products will include, but may not be limited to, narrative and persuasive writing.

**100 English I 9**

This course is designed to enhance the foundation of literacy skills necessary for success in the high school classroom. Students will receive individual and small group instruction that focuses on strengthening literacy and writing skills through the study of classic contemporary literature. Students will develop higher level reading skills by focusing on the literal and inferential comprehension of both narrative and informational texts. Students will also spend considerable time refining their skills in a variety of genres (narrative, argumentative, expository, and research).

#### 101 Honors English I 9

This accelerated course is designed for those students who exhibit advanced language arts and thinking skills. The objective of the course is to challenge students in reading, writing, speaking, and critical thinking through in-depth study of literature. Readings will include drama, mythology, non-fiction, short stories, poetry, and novels. **Pre-requisites: Minimum grade of 93 in previous English class, proficiency in NJ ASK 8 LAL, and teacher recommendation.**

**103 English II 10**

This course is designed to further develop literary, writing, and critical thinking skills mastered in preceding grades. Students will read increasingly complex texts drawn from a rich variety of sources with a continued focus on higher level thinking skills. Students will also continue to refine their writing and language skills through intensive practice in the writing process.

**104 Honors English II 10**

This accelerated course is designed for those students who exhibits advanced language arts and thinking skills. The objective of this course is to challenge students in reading and writing, speaking, and critical thinking through in-depth study of literature. Readings will include drama, mythology, non-fiction, short stories, poetry, and novels. **Pre-requisites: Minimum grade of 93 in previous English class and teacher recommendation based on portfolio assessment.**

**107 Advanced Placement English Language and Composition III 11** Advanced Placement English Language and Composition III requires students to become skilled readers of prose written in a variety of periods, disciplines and rhetorical contents and to become skilled writers in a variety of forms - narrative, explanatory, expository and argumentative. Students will be taught to write effectively and confidently for their college courses and their professional and personal lives. The purpose of this Advanced Placement course is to enable students to read and understand complex text and to write rich and effective prose. Advanced Placement test preparation is also a part of this course designed for juniors with strong writing skills and an interest in reading literature for rhetoric and style.

**110 Advanced Placement English Literature and Composition IV 12** Advanced Placement English IV is a course designed to promote the development of critical thinking and reading skill, to develop interpretation skills, and to provide highly motivated students with the knowledge and skills necessary for answering essay questions found on the Advanced Placement Literature and Composition Exam. The student for whom the course is designed should have demonstrated strong writing, thinking and analytical skills and must be capable of doing college level work while still in high school.

#### 102 College Prep English I 9

This course is designed for those students planning to attend college after graduation. The focus will be on the development of reading writing, listening, speaking, and critical thinking skills for college through in-depth study of a wide range of literature.

#### 182 College Prep English II 10

This course is recommended for those students planning to attend college after graduation. The focus will be on the development of reading, writing, and listening, speaking, and critical thinking skills for college through in-depth study of a wide range of literature.

#### 106 College Prep English III 11

#### This course is designed for those students who plan to attend college. The course prepares students in writing through the study of American Literature. Students are required to write thesis statements, expository, persuasive, descriptive, narrative compositions and a term paper. Students also study grammar and vocabulary for the SAT.

#### 109 College Prep English IV 12

#### This course is designed for those students who plan to attend college. The course prepares students in reading and writing through the study of a wide range of literacy selections including classics in World Literature and British Literature. Students will prepare for freshman college compositions by writing thesis statements, descriptive, expository, narrative compositions and a term paper.

**150 Literature and the Humanities 11-12**

This elective semester course is offered to students in grades 11 and 12. Students will explore: definitions of morality and ethics, values clarification, what it means to be human, the choice less choice, the repercussions of choices, resistance, the righteous and if people can change. Students will confront issues of conscience and moral dilemmas and examples of moral decision-making. The course includes the novel NIGHT, various tapes and readings on prejudice reduction and the Holocaust, along with present day issues involving racism and ethnic discrimination including the Civil Rights movement.

#### 180 Journalism 11-12

Journalism is an elective course for students who want to work on the school newspaper, the Paulsentinel. Students will learn to write news and feature articles, editorials, and letters to the editor. Students will also work with photography for the newspaper. Students will discuss the laws and ethics in the media as well as the responsibilities of the media in reporting information.

#### 132 Public Speaking/Discussion Debate 11-12 Public speaking and debate is a semester course that covers four areas of communication: (1)elements of communication, (2) interpersonal Public Public Speaking is a semester course that covers four areas of communication: (1) elements of communication, (2) interpersonal communication, (3) communication in groups, and (4) public communications. Students will give impromptu and prepared speeches. They will develop a fifteen to twenty minute speech and will do demonstrations, persuasive, and descriptive speeches.

**176 HSPA Language Arts Literacy 11-12**

These semester courses are designed to remediate and assist those students who need intensive instruction in literary skills. Emphasis will be placed on analyzing the techniques necessary for good, effective reading and writing.

**140 Exploring Poetry 11-12**

This elective semester course is offered to students in grades 11 and 12. While reading and analyzing poetry by a wide range of poets from various time periods, students will expand their understanding of poetic and tradition. Students will also produce original poems using a wide range of poetic styles.

**142 Exploring Shakespeare 11-12**

This elective semester course is offered to students in grades 11 and 12 and is an exploratory course into the words of Shakespeare – his comedies, histories, and tragedies. Students will use written text, film, and performance to understand and analyze works.

**Foreign Language**

**117 Spanish I 8-10**

A course for any student in grades 9-10, Spanish I introduces basic vocabulary and grammatical structures. Emphasis is placed on speaking, writing, and translation skills.

**118 Spanish II 10-11**

This is a follow-up course to Spanish I and open to students in grades 10 to 12. More emphasis is placed on spoken and written Spanish. Advanced grammatical structures and tenses are stressed.

**119 Spanish III 11-12**

A further advancement of Spanish II with emphasis on conversation and advanced readings, this course is open for students in grades 11 and 12. Advanced grammatical structures, advanced conversations and readings are an integral part of this course.

**125 Spanish IV 12**

This course is designed for grade 12 students. The emphasis is on conversation, advanced readings, grammar concepts, and cultures.

**126 Italian I 9-12**

This course is for any student in grades 9-12. Italian I introduces basic vocabulary and grammatical structures. Emphasis is placed on speaking, writing, and translation skills.

**127 Italian II 10-12**

This course is open to students who have successfully completed Italian I. This course will continue to focus on grammatical structures, readings, translations, spoken Italian and culture.

**128 Italian III 10-12**

This course is open to students who have successfully completed Italian I and Italian II. The focus of this course will build upon readings, translation, spoken Italian and the Italian culture.

**129 Italian IV 12**

This course is designed for students who have successfully completedItalian I, II and III. The course will use their knowledge of Italian from the past three years with added emphasis on more difficult verbs, authentic Italian readings in spontaneous conversations in the language and understanding Italy’s role in the world today.

**Math**

**221 Grade 7 Mathematics 7**

Math 7 puts an emphasis on important mathematical problems which are embedded in engaging problems. Students develop understanding and skill as they explore the problems individually, in a group, or with the class. The content developed in the program covers number sense, geometry, measurement, statistics, probability, and algebra appropriate for seventh grade students.

**222 Grade 8 Mathematics 8**

Math 8 covers numbers, geometry, measurement, statistics, probability, algebra, and problem solving applications. Students will be expected to reason and communicate proficiently in mathematics. They will define and solve problems with reason and insight. Four major math strands will be developed: Number and Operation, Geometry and Measurement, Date Analysis and Probability, and Algebra. Emphasis is given to New Jersey ASK 8.

**200 Algebra I 8-12**

Algebra I is a course designed for the students who have a thorough understanding of the basic mathematical skills. It is a one-year course, which is the foundation of all studies of advanced mathematics.

**202 Algebra II 10-12**

Algebra II is designed for students in grades 10-12 to broaden their concepts learned in Algebra I, and to introduce new concepts for all students for all higher-level Math courses. Algebra II is a required course for most colleges. Successful completion ("C" or better) of Algebra I and Geometry is required.

**203 Honors Algebra II 10-12**

This course is designed for students in grades 10-12 who have excelled in Algebra I and Geometry. It is a highly academic course covering topics in more depth than Algebra II. **Students are recommended to take this class after earning a grade of 90 or better in Algebra I and in Geometry.**

**207 Geometry 9-12**

The Geometry course is intended for college-bound students who have passed Algebra I. Emphasis is placed on logic, solid geometry, and applications.

**208 Honors Geometry 9-10**

The Geometry course is intended for college-bound students who have passed Algebra I. Emphasis is placed on logic, solid geometry, and applications. **Students must pass Honors Algebra I in 8th or 9th grade with an 85 or higher**.

**244 Advanced Placement Calculus 12**

This is a six credit course that includes one lab period per week and is intended for all students who have a thorough knowledge of college preparatory mathematics. It deals with introductory topics of calculus including differentiations and integration. The purpose of the course is to prepare the student to take the Advanced Placement Exam in May of their senior year. This is a three hour exam, which may result in the student obtaining three college credits. **Pre-requisites: Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus.**

**250 Pre-Calculus 11-12**

This course is designed for the accelerated 11th grade student to take prior to Advanced Placement Calculus as well as the average 12th grade student who could use another Math but is not ready for Calculus. Pre-Calculus is designed to study the idea of functions on a more involved level so that when the student reaches Calculus he/she is more prepared to deal with differentiation and integration. **Pre-requisite: Successful completion of Algebra I, Geometry, and Algebra II.**

**HSPA Math III-IV 11-12**

These semester courses combine arithmetic, algebra, and geometry and stress practical applications of mathematics to everyday life. These courses are designed to help students master High School Proficiency Assessment skills. The use of calculators is incorporated.

**242** **Trigonometry 10-12**

Trigonometry is a course designed to prepare the students for Calculus. Trigonometry also prepares students for further work in electronics or other technical fields by having a wide range of application problems. **It may be taken together with either Algebra II or Pre-Calculus. This course is a pre-requisite for Calculus or AP Calculus.**

**290 Tomorrow’s Teachers 12**

This course is designed to encourage academically able students who possess superior interpersonal and leadership skills to consider teaching as a career. It will provide them with insights about teachers and schools so that they can become civic supporters of education. **Students must have a B average or better in college-bound courses. Students must submit an application and 5 teacher recommendations.**

Science

**307 Science 8**

In eighth grade Science, students study the most basic principles of chemistry, physical science, and physics.

**308 Science 7**

In seventh grade Science, students study the basic principles of physics, environmental science, geology, and astronomy.

**300 Physical Science 9-12**

This course is designed to cover all phases of physical science including physics, chemistry, and environmental topics. It will emphasize thinking skills and application of technology as well as the practical application of scientific principles.

**302 College Prep Biology 10-12**

Topics covered in this laboratory science course include human biology, cellular biology, genetics, evolution, taxonomy, and ecology. **Pre-requisites: Successful completion of Physical Science.**

**310 General Biology 10-12**

This course will provide the non-science major with a better understanding of cells, human biology, genetics, ecology, taxonomy and evolution. **Pre-requisites: Successful completion of Physical Science and/or Earth Science.**

**311 Earth Science 11-12**

This course is a study of the principles of astronomy, geology, meteorology and oceanography, with a focus on environmental concerns within these fields of Earth Science.

**301 Honors Biology 9-10**

Honors Biology is a laboratory science that teaches advanced biological principles with an emphasis on technology and modern day techniques. **Pre-requisites: Minimum grade of 93 in the previous science course and a minimum grade of 85 in Algebra I.**

**305 College Prep Chemistry 10-12**

Chemistry is an elective course for college preparatory students that provides for the study of the elements, atoms, periodic table, energy, formulas, compounds, reaction equations, chemical changes, and measurement of physical changes. Students demonstrate the mastery of subject matter through laboratory activities. More than twenty-five percent of class work is done in two-pupil lab studies. **Pre-requisites: Must pass CP Biology or Honors Biology with at least an 80 final average. Must pass Algebra I and be enrolled in Geometry or Algebra II.**

**321 Chemistry 11-12**

Chemistry is a course designed for the general level student interested in taking a 5 period a week chemistry course. This course is intended for the non-science major planning on attending college, or for those students not planning on attending college, but want another science elective. It is offered as an alternative to the traditional lab courses and an option for those students not wanting Honors or C.P. Chemistry.

**320 Honors Chemistry 10-12**

Honors Chemistry is an elective laboratory science for college preparatory students who demonstrated a keen aptitude and interest in science. It will provide an in-depth study of chemical principles with a strong application of mathematics and technology. Research projects will be required. **Pre-requisites: Minimum grade of a 93 in Honors Biology and CP Biology, a minimum grade of 85 in Algebra I, Geometry, previous English courses, and enrollment or completion in Algebra II.**

**303 Honors Physics 11-12**

Physics is an elective laboratory science that will provide knowledge of the principles and concepts on which physics is based. It will show physics as a human activity dealing with the way nature behaves. The subjects presented will include the mechanics of force and motion, thermal energy, waves and light, and electricity. **Pre-requisites: Chemistry and enrollment in**

**Trigonometry.**

**306 Advanced Placement Biology 11-12**

This course is intended for those students who intend to pursue a career in health and/or biological science areas. It is similar in scope and content to a first year college biology course, with particular emphasis on Molecular Biology and Biochemistry. This will be a rigorous course requiring a strong background in Biology and Chemistry. **Pre-requisites: Minimum grade of 85 in**

**Honors Biology and/or 93 in College Prep Biology, and an 85 in College Prep Chemistry and/or Honors Chemistry.**

**304 Anatomy and Physiology 11-12**

This course is an advanced science course designed to improve the science literacy in Senior and/or Junior students who have expressed a desire to pursue a career in the health related sciences. Areas in applied math, inorganic chemistry, organic chemistry, biochemistry, human and comparative animal anatomy and anatomy and physiology will be taught in a laboratory atmosphere. An emphasis will be placed on laboratory skills and techniques and broad concepts of fundamental principles in medical science.

**Pre-requisites: Successful completion of Honors Chemistry and/or College Prep Chemistry.**

**380 Environmental Science 12**

InEnvironmental Science, students study how living things interact with each other and their non-living environment. Students will study the web of life and how each strand interacts with the other, and how he/she fits into the web. The interactions of science, technology, and society with the environment will also be studied. Throughout the year, we will explore the interactions of living organisms with one another and with their environment. Environmental issues and conversation of our natural resources will also be important topics for discussion. **Prerequisites: Successful completion of Biology, recommendation of previous year’s science teacher**

**Social Studies**

**405 Social Studies 7 7**

Geography is a required subject for all seventh grade students. Geography will provide students with the knowledge and basic skills of maps, globes, graphs, charts, diagrams, and other geographical representations. Students will begin thinking in spatial terms, applying geography to the world around them. At the same time, they will develop desirable attitudes, which are essential to be an informed voter and citizen.

**406 Social Studies 8 8**

Civics is a required subject for eighth grade students. The study of Civics should equip our students with the knowledge, basic skills and desirable attitudes essential to an effective understanding of our local, state, national government and his/her rights, responsibilities and role as a citizen in our nation.

**421 Honors World History 9**

This course is taken in grade 9. It will look at World History from the time of the Enlightenment to modern times. The course will deal not only with the historical perspective, but also the political, economic and social influence. This course differs from traditional World History in that students must meet the requirements. P**re-requisites: A minimum grade of 93 is required in the previous Social Studies course, English course, and a teacher recommendation is needed.**

**402 U.S. History I 9-12**

This course is the study of the social, political, and economic development of the United States from the American Revolution through the Progressive Era of the early 1900’s. This is a required subject for all students, but is generally taken by tenth graders.

**403 Honors U. S. History I 10**

This course is a study of the social, political, and economic development of the United States from the American Revolution through the Progressive Era of the early 1900’s. Honors U.S. History I is an optional subject for honor students. It is generally taken in tenth grade. **Pre-requisites: A minimum grade of 93 is required in the previous Social Studies course, English course, and teacher recommendation is required.**

**411 Honors U. S. History II 11**

The course is a study of the social, political, and economic development of the United States from the on-set of World War I. Honors HHU.S. History II is an optional subject for honor students. It is generally taken in eleventh grade. **Pre-requisites: Minimum grade of 93 is required in previous Social Studies courses, English courses, and teacher recommendations are required.**

**404 U. S. History II 11-12**

U. S. History II is a required subject for all students. It covers historical events from the on-set of World War I. The study of American History should equip our students with the knowledge, the basic skill and the desirable attitudes essential to effective citizenship in our democracy.

**420 World History 9-12**

This course is required by the state. It is traditionally taken in ninth grade. It will look at World History from the time of the Enlightenment to modern times. The course will deal not only with the historical perspective, but also the political, economic and social influence.

**407 Problems of American Government (P.A.G.) 12**

P.A.G. is an elective semester course for all twelfth graders. The P.A.G. course will provide our students with the knowledge of basic skills and the desirable attitudes essential to effective citizenship in our democracy. The course concentrates on the current economic, political, and social issues.

#### 408 World Issues 12

#### World Issues is offered as a semester course. It emphasizes current political, social, and economic problems in the United States and around the world. The course will use a topical approach and use information from newspapers, periodicals, and the internet.

**409 Sociology/Psychology 12**

Sociology/Psychology is an elective semester course offered to students in twelfth grade. The course focuses on the study of personality and human development.

**Physical Education**

**502 Physical Education 7 7**

This course is designed to promote development of skills to be used in team sports and game play. This course is a pre- requisite to our 8th grade program. The emphasis this year is in the development of skills and also fun. We need to motivate these young people to become involved with school activities, deal with stress, get along with others, and develop self-confidence and a sense of teamwork.

**503 Physical Education 8 8**

This course is designed to promote development of skills to be used in team sports and game play. The emphasis in this year is in the development of skills and also fun. We need to motivate these young people to become involved with school activities, deal with stress, get along with others, and develop self-confidence and a sense of teamwork.

**504 Physical Education I 9**

This course is designed to promote development of skills to be used in team sports and game play to be taught in grades 10,11 and 12. We hope to develop the individual to his/her fullest capacity to contribute to a healthier life.

**560 Physical Education II 10**

This course is designed to promote development of skills to be used in team sports and game play to be taught in grades 11 and 12. We hope to develop the individual to his fullest capacity to contribute to a healthier life.

**501 Physical Education III 11**

This course is designed to promote development of skills to be used in team sports and game play. It is also designed to teach a variety of individuals and carry over sports that will be beneficial later in life. We hope to develop the individual to their fullest capacity to contribute to a happier, healthier, and longer life.

**505 Physical Education IV 12**

This course is designed to promote development of skills to be used in team sports and game play. It is also designed to teach a variety of individuals and carry over sports that will be beneficial later in life. We hope to develop the individual to their fullest capacity to contribute to a happier, healthier, and longer life.

**580 Advanced Physical Education 9-12**

This is a weighted physical education class. The purpose of this course is to help achieve personal fitness goals as well as to enhance knowledge of different weight lifting programs, nutrition plans and cardiovascular fitness through a variety of activities. Students will participate in multiple resistance training programs along with different speed, agility and conditioning activities. Programs will be provided based on each individual’s fitness goals.

**Health Education**

**524 Health 7 7**

This course focuses on health and wellness and what influences effect both. The students will learn about setting short term and long-term goals along with alcohol, drugs and smoking have on the body and making wise choices in the future.

**528 Health 8 8**

This course is designed for the eighth grader who is making a transition from childhood to adolescence. The course places emphasis on the stage of adolescent growth from taking responsibility for one’s wellness to choosing healthy lifestyles. It introduces the reproductive systems of both the male and female, conception to birth, and child development. The course also introduces birth control methods stressing abstinence along with discussions on sexually transmitted diseases, birth control methods, HIV and AIDS.

**511 Health I 9**

This course is designed for freshman. It includes information and discussion on the: male and female reproductive system, abstinence, sexually transmitted diseases and birth control methods along with decision making principles. The students will also explore safety and first aid procedures.

**565 Health II 10**

The classroom phase of Driver Education is a required course for all tenth grade students. This course introduces the students to the principles of highway safety, rules of the road for the State of New Jersey, effects that alcohol and drugs have on a driver's performance, and the principles behind the basic control of a motor vehicle.

**516 Health III 11**

Emphasis in this course is placed on Drugs, their effects on the human body and an individuals’ decision making process. Also discussed will be; the family unit, abuse, violence, rape and any other identifying factors relating to these issues. In addition, this course aims to recognize and eliminate the dangers in one’s life in order to enhance the possibility of a successful and productive future.

**521 Health IV 12**

This course is designed for senior high school students making the transition from adolescence to young adulthood. It focuses on; human sexuality, family life, pregnancy, birth and the management of life issues. As well as reviewing the male and female reproductive systems, STD’s and the importance of abstinence or protection.

**Culinary Arts**

**600 Culinary Arts I 11-12**

By following safety rules, following a recipe, preparing foods from the basic four food groups, using different methods and equipment, and working as part of a team, students will explore the fundamentals of culinary arts. In addition, the students will be able to use this knowledge in daily food choices, in becoming better consumers, and in finding employment in the food service field.

**601 Culinary** **Arts II 12**

This course is designed to advance the students' culinary skills by meal planning, kitchen safety and management in actual food preparation while working individually and as part of a team. In addition, these students will learn how to make food look as good as it tastes. Upon completion of this course, the students will be able to enter the job market in the food service and/or the hospitality job market. **Pre-requisite: Successful completion of Culinary Arts I.**

**608 Advanced Culinary Arts II 12**

This course is intended for those students who have successfully completed Culinary Arts I class and have exhibited a high degree of motivation and interest in the field of Culinary Arts. This course in intended to challenge the culinary and creative ability of the student on a more challenging level than the Culinary II elective. Upon completion of this course, the students will be able to enter any culinary institute or the job market in the food service and/or the hospitality field.

Industrial Arts

**604 Wood Tech I 9-12**

This is an introduction course to expand a growing interest in woodworking skills.

**605 Wood Tech II 10-12**

This course is designed to introduce students to the art of producing finished wood products through the safe use of hand and power tools. **Pre-requisite: Successful completion of Wood Tech I.**

**606 Wood Tech III 11-12**

This course is designed to cover wood technology and the understanding of mechanical devices, machines and tools to convert raw material into finished products. **Pre-requisite: Successful completion of Wood Tech I and II.**

**615 Wood Tech IV 12**

This course is designed to cover wood technology and the understanding of mechanical devices, machines, and tools to convert raw materials into finished products. Wood Technology IV requires the students to produce a higher quality of work. **With the successful completion of Wood I, II and III.**

**611 Residential, Commercial, and Industrial 9-12**

**Maintenance**

These courses are geared to expand technology and understanding of mechanical devices in residential, commercial, and industrial maintenance.

**620 Construction Technology I 11-12**

This course is designed as a transformation from the antiquated area of Industrial Arts to the more demanding field of Construction Technology. What is construction technology and why is it important to our survival? Studying the industrial tech system of construction will help to answer these questions. Topics in the course will range from how construction meets the needs of our society to the actual construction of a structure. These activities include working with construction tools & materials, laying out a site, planning, organizing, control and researching careers with-in the industry.

**630 Industrial Technology I 9-10**

Industrial Technology teaches students about the nature of technology within the human designed world. It allows the student to understand the process in which people use tools, knowledge, and other resources to extend their capabilities in order to solve problems related to their environment.

**631 Industrial Technology II 11-12**

This elective is designed to be a continuation of the Industrial Technology I course. It will include some of the same situations as in Industrial Technology I, but in much more depth. New problem-solving situations will also be introduced. The course is developed around practical, hands-on problem solving activities that require the use of communication, science and math skill applications for the purpose of arriving at multiple problem solutions. Using a design and problem approach, students will be asked to find solutions to problems dealing with inventions and innovations and in-depth problem solving relating to construction, production, manufacturing and communications. The course will also acquaint the students with the impacts, resources and control of technology, as well as an awareness of consumerism and related careers in a technological related field. **Pre-requisite: Successful completion of Industrial Technology I.**

Art

**700 Art I 9-12**

Art I is an elective that can be taken by any student in grades

9-12. Art I will give the student the opportunity to experiment and work with a wide variety of materials and also give them the opportunity for creative self-expression.

**701 Art II Materials and Techniques 10-12**

Art II is an elective that can be taken by a student who has passed Art I. The course will build on the techniques and skills learned in Art I. A variety of media will be explored and a more mature handling of materials and techniques will be expected.

**702 Art III Creating and Understanding Drawings 11-12**

Art III is an elective that can be taken by a student who has passed Art I and Art II. This course is for students who are serious about improving their drawing skills and developing their own drawing style. The class will concentrate on drawing techniques, specifically line drawing, still life, value, perspective, and portraiture.

**717 Art IV Exploring Culture Through Art 11-12**

Art IV is an elective that can be taken by a student who has passed Art I and Art II. Students will combine art processes and technical knowledge with the study of past and present world cultures in creating projects and installations relating to art history.

**703 Gifted and Talented Art 12**

This course is intended for those students who have successfully completed at least the Art III class. The student must have exhibited a high degree of motivation and interest in art in the past. The course is intended to build the technical skills of the student and challenge his creative abilities on a more challenging level than the elective courses. **The student must have the recommendation of the art teacher.**

**713 Art Service 11-12**

Art Service is an elective that can be taken by students in grades 11-12 who exhibit a high degree of motivation and interest in art or by students interested in a commercial art design career. The Art Service course will give the students an opportunity to experiment and work with a wide variety of materials and the opportunity for creative self-expression. It will also challenge their creative abilities and technical skills.

**Music**

**705 Junior Band 7-8**

Junior band is a comprehensive study of music with application on a musical instrument. Materials used are: traditional band methods books, supplementary materials, solos, ensembles and traditional band literature. Students are also required to attend on a weekly basis either individual or small group instrument lesson. Performances are required as part of the course of study.

**708 Theater Arts I 10-12**

This course is designed for juniors and seniors to engage in in-depth study of theater and acting in preparation for the high school annual theater productions and use in the adult world. The course will involve theater history, concepts of acting, directing, playwriting, and technical design. This course will fulfill the Core Curriculum Content Standards for theater.

**707 Junior Choir 7-8**

This elective course is designed for students who have a desire to sing and expand their knowledge and abilities beyond the basic techniques and practices of elementary school chorus. Emphasis is placed on beginning part-singing, healthy vocal techniques, performance etiquette, working towards a common goal, and preparation for in-depth study as a member of the Concert Choir.

**704 Band 9-12**

Band is an intermediate instrumental group performing two concerts, graduation exercises, and assemblies throughout the school year. Instrumentalists should have some previous musical study. Traditional band literature is performed as well as solos and ensembles. Students are required to attend weekly lessons to develop technique.

**706 Concert Choir 9-12**

This elective course is designed as an in-depth study of vocal music and an introduction to a wide range of diverse repertoire. Items taught include advanced vocal techniques and performance etiquette, rhythm, pitch, diction, advanced part-singing, music literacy, music symbols and vocabulary. Full participation in the group includes many outside performances and concerts.

**709 Music Theory I 9-12**

Music Theory is an advanced semester course of study which will prepare the music student for college music courses, college placement tests, and eventually the Advanced Placement Music Theory Test. The course will involve the study of key signatures, intervals, dictation, transposing, harmony, counterpoint, four part writing and sight singing. **Pre-requisite: Students should have at least one year’s experience in band or choir**. Students who are not enrolled in choir or band should meet with the instructor prior to enrolling in the class to determine music readiness.

**710 Music Technology 9-12**

Music Technology is a semester course in which students will be exposed to theory, basic keyboarding, and composition by utilizing the programs Sibelius. Students will learn basic piano skills to create compositions through the Sibelius program. Class members will also be exposed to possible careers in music technology through guest speakers and videos.

**Business**

**800 Accounting I 10-12**

The study of Accounting I is an elective course which prepares one for a business occupation. The objective is to give each student an overview of the complete accounting process. Students will learn the accounting cycle, the use of special journals, the use of the combination journals, and experience the advantages of computerized accounting.

**801 Accounting II 11-12**

The second year elective course is specifically vocational and career oriented. It is designed for the student who is interested in a career in Bookkeeping or Accounting. It will expand upon those skills learned in Accounting I. Students will be taught automated accounting principles.

**805 Yearbook 11-12**

This is an elective course designed for students interested in planning and producing the school yearbook, Pegasus. Students will learn the basics of layout design, copywriting, and photography. Because of schedule demands, time management skills and personal organization skills are emphasized in order to produce the yearbook on time and within budget guidelines. Students are graded on their ability to meet deadlines, the quality of work, and daily assignments. Students must be recommended by a teacher and attend an informational meeting in order to take this course.

**809 Multi Media Presentation 10-12**

Now is the time to prepare our students to become effective communicators in this new style of expression and information. Hyper Studio is a creative environment where users can bring students graphics, sound, and text together in a simple, intuitive, and exciting way. Students will create projects to prove multimedia a very important and powerful tools with which to express oneself. In addition, students will produce and alter written, video and still multimedia presentations.

**812 Web Page Design 10-12**

This semester course will introduce students’ to web page design. Students will be able to create web pages using Microsoft Front Page. Students will plan and sketch a web site, add content, change formats, and provide layouts for all web pages. Students will be required to utilize all technologies available (including but not limited to the digital camera and the scanner).

**802 Basic Technology 9-12**

This semester course will expand student’s skills of Microsoft Word, Excel, Access, PowerPoint, and Publisher. Students will produce presentation in both PowerPoint and Publisher. A student will explore and create extensive projects combining all skills learned, including digital imaging.

**210 Computer Programming I 9-12**

This is an elective course that is designed to familiarize the students with the vocabulary and concepts needed to program. The course utilizes “HTML and JAVA Programs” to create Web Pages along with “Visual Basic” that will be applied to the created Web Pages.

**Pre-requisite: Successfully complete one course within the Business Department.**

**215 Computer Programming II 10-12**

This is an elective course that is designed for students who have successfully completed Computer Programming I. The students will learn to program in the “C++ Language”.

**803 Desktop Publishing 9-12**

This semester course teaches a student the proper manner of doing a layout, editing, and publishing of documents such as newsletters, newspapers, and brochures with an emphasis on school publications; students will learn to integrate the use of the scanner and the digital camera with the computer in performing the functions of a print studio.

**810 School To Careers 12**

This is a half-day program of supervised work experience at various job sites in the Paulsboro-Gibbstown area. Students will receive job coaching and instruction in job related issues, such as: resume writing, job interviewing, mastering people skills, etc.

**806 Consumer Technology – I/II 9-12**

This course exposes student to all types of careers and explores a vast array of industries by having students experience them via the virtual world. By using the project based learning approach, this course will utilize all aspects of technology to expose students to opportunities in THE REAL WORLD, i.e. Advertising, stock market, financial planning, hospitality and tourism, development and marketing product, etc.

**813 Sports and Entertainment Marketing 9-12**

This course will take you on a step-by-step journey through the exciting world of sports and entertainment marketing. You will learn about the key functions of marketing and how those functions are applied to the sports and entertainment industry. Guest speakers, case studies, possible field trips, and on-line activities will broaden the classroom learning experience.

**814 Business and Personal Law 9-12**

*Ignorance of the law is no excuse!* You need and should take this class! This course will help you to learn basic knowledge of the court system and law from the foundation on up. You will learn about Criminal Law, Tort Law, Contractual law and more, through real-world connections such as case studies, guest speakers, possible field trips and on-line activities. A must class for everyone.

**818 Freshman Seminar**  **9**

This course will insure that students have a successful transition into high school. They will learn the skills necessary to become responsible students and will be introduced to the tools needed to meet their full potential. This included following oral and written directions, managing time, developing organizational skills, reading for meaning and understanding, analyzing information to improve comprehension, understanding study and test taking strategies, utilizing writing and research skills, as well as investigating career opportunities.

**Grade 7 Cycles**

**951 Junior High Journalism 7-8**

This course is designed as an introduction to journalism. Students will gain skills in writing, researching, organizing, speaking and interviewing as well as computer use. Students will have the opportunity to learn and practice writing editorials, columns, feature stories and reviews as well as take polls and photographs. Their skills will be accumulated and put into use by producing our junior high newspaper, The Happenings, each marking period.

**908 Introduction to Spanish 7 7**

In this course students will respond to and read simple passages in the target language from age – appropriate, culturally authentic selections for enjoyment and information. Also students will communicate with the teacher and classmates in Spanish, giving brief oral exchanges with words and phrases practiced in class.

**913 General Music 7 7**

Students learn to read music notation and perform rhythm with drumsticks. Students are also given “hands on” experience with instruments in the classroom. The keyboard, xylophone, autoharp, and guitar are some of the instruments the students will be introduced to. Use of computer is included for reading music and learning keyboards.

**922 Study Skills 7**

Study Skills is a 10 week junior high cycle course designed to help students develop the skills, habits and strategies necessary for success in junior high school and beyond. Topics include time management skills, goal setting, organizational skills, test taking strategies and the SQ3R reading technique.

**Grade 8 Cycles**

**916 General Music 8 8**

Students apply music reading skills learned in grade 7 cycle to the piano keyboard. This is a nine week hands on piano class.

**929 Technology Literacy 8** This course is designed to help students become computer literate. The topics discussed include types of computer careers and how to write programs.

**952 Junior High Journalism 8 8**

See description above

**904 Introduction to Spanish 8 8**

In this course students will respond to and read simple passages in the target language from age appropriate, culturally authentic selections for enjoyment and information. Also students will communicate with the teacher and classmates in Spanish, giving brief oral exchanges with words and phrases practiced class.

  ***High School Options Program***

The High School Options Program (HSOP) offered by Gloucester County College along with Paulsboro High School allows approved high school seniors to earn general education college credits while still in high school.

Up to two G.C.C. courses are available at a discounted rate for eligible senior students. The rate includes application and general course fees, but not textbooks or specialized fees (e.g. science lab fees). Participating students may take a maximum of two courses at the discounted rate. Afterwards, the regular tuition rate applies.

**Prerequisites:**

* **Passed all portions of the High School Proficiency Assessment**
* **Must have an 85 or better GPA**
* **Must be a Senior and have earned 100 credits**