

ELECTIVE COURSES

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Introduction to Mythology Creative Writing I Public Speaking Superheroes Video Games as Literature	Journalism I Introduction to Mythology Creative Writing I Introduction to Debate Public Speaking Superheroes Advanced Creative Writing II Video Games as Literature	Journalism I, II Introduction to Mythology Creative Writing I Introduction to Debate Public Speaking Superheroes Advanced Creative Writing II Video Games as Literature	ELA Workshop Journalism I, II, III Introduction to Mythology Creative Writing I Introduction to Debate Public Speaking Superheroes Advanced Creative Writing II Video Games as Literature

NOTE: Levels may be changed based on student performance.

DEPARTMENT OF FINE ARTS

Students may elect courses from the fine arts department to fulfill the 5 credit visual and performing arts graduation requirement. **To reach the Visual Art III or AP Studio Art level, Visual Art I must be successfully completed by grade 9.**

COURSE DESCRIPTIONS

Visual Art I (VPA)

701

Grades 9, 10, 11, 12: 5 Credits

This course is planned to give training in the basic principles of art. This year of basic work may enable each individual to discover what areas of expression interest him/her most. The student in this course will work in the following areas: Drawing & Composition—emphasis on basic freehand perspective, light and shade, proportions, artistic arrangement, and basic elements of portrait and figure drawing; Elementary training in various techniques and media such as pencil, pen and ink, charcoal; Color & Painting—problems involving color mixing, painting techniques, and knowledge and care of materials and equipment.

Visual Art II

723

Grades 10, 11, 12: 5 Credits

Prerequisite: 701 Visual Art I

This course provides an in-depth study of the basic principles of art and serves as the beginning stage of college-level portfolio building. Units of learning will include drawing and painting. All projects completed in this course are most commonly required for portfolio review and application into art schools and colleges, in full detail and on large scales. Art school representatives begin to visit students at this level to discuss art majors and careers, portfolio recommendations, and scholarship information.

Honors Visual Art III

725

Grades 11, 12: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in 723 Visual Art II, or have a teacher recommendation.

This art course is designed for serious art students who are interested in art as a vocation/avocation. Focuses on portfolio development, Art School exploration, and juried Art Show participation.

[Dual - Dual Enrollment Course](#)

[Art - Articulation Agreement](#)

[21st - Meets NJDOE 21st Century Learning Requirement](#)

[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

manner and mechanisms of death, forensic anthropology, glass evidence, casts and impressions, and ballistics. This course may be taken by students that are curious about careers in forensics, science, and criminal justice.

This course is a science elective and does not embed the standards needed to be considered for science graduation credit.

Introduction to Health Sciences (21st)

423

Grades 11,12: 5 Credits

If you are following the Healthcare Pathway, it is recommended that Honors Anatomy and Physiology be taken prior to Introduction to Health Sciences.

Upon completion of this college-preparatory course, a proficient student will be able to explain careers in these fields, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills.

This course is a science elective and does not embed the standards needed to be considered for science graduation credit.

Intro to Pathology (21st)

424

Grades 11, 12: 2.5 Credits

Pathology is the branch of medical science that focuses on the cause, origin, and nature of disease. This college-preparatory course examines how abnormalities, both at the molecular and cellular level, manifest as pathologies and how parasites affect the overall structure and function of human tissues, organs, and organs systems. Students will be provided with a broad overview of human disease, including multiple considerations for career paths in biology, medicine, and health studies.

This course is a science elective and does not embed the standards needed to be considered for science graduation credit.

Dual - Dual Enrollment Course
Art - Articulation Agreement
21st - Meets NJDOE 21st Century Learning Requirement
VPA - Meets NJDOE Visual & Performing Art Requirement

SCIENCE COURSE SEQUENCES

Science courses must encompass all NJSLS-Science to meet the NJDOE graduation requirements. Biology/CP Biology/Honors Biology, Conceptual Chemistry/Technical Chemistry/Honors Chemistry, and Integrated Science/CP Physics/AP Physics I/APES meet these requirements.

GRADE 7	GRADE 8	FINAL GRADE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Science 7	Science 8	No Requirement	*Biology	*Conceptual Chemistry	*Integrated Science	Science Elective
		No Requirement	*CP Biology	*CP Chemistry T	AP Science Course Elective	AP Science Course Elective
					*CP Physics	Science Elective
					Science Elective	
		90 or Higher	*Honors Biology	*Honors Chemistry	*AP Physics 1	* AP Environmental Science
					*AP Environmental Science	AP Science Course Elective
			Science Elective	AP Science Course Elective	Science Elective	

** science graduation requirement*

Dual - Dual Enrollment Course
 Art - Articulation Agreement
 21st - Meets NJDOE 21st Century Learning Requirement
 VPA - Meets NJDOE Visual & Performing Art Requirement

ELECTIVE COURSES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Introduction to Agriculture, Food, and Natural Resources	Introduction to Agriculture, Food, and Natural Resources Floral Design Principles of Agricultural Sciences – Plant Principles of Agricultural Sciences - Animal	Honors Anatomy Floral Design Food Science and Safety Forensic Science Introduction to Health Sciences Intro to Pathology Principles of Agricultural Sciences – Plant Principles of Agricultural Sciences - Animal Animal Health and Veterinary Science Agricultural Business Foundation	Honors Anatomy Floral Design Food Science and Safety Forensic Science Introduction to Health Sciences Intro to Pathology Principles of Agricultural Sciences – Plant Principles of Agricultural Sciences - Animal Animal Health and Veterinary Science Agricultural Business Foundation

NOTE: Levels may change based on student performance.

DEPARTMENT OF SOCIAL STUDIES

COURSE DESCRIPTIONS

World History

231

Grade 9: 5 Credits

World History aims to develop an understanding and appreciation of the complexities that have created and continue to affect human society. The curriculum focuses upon the social, political, economic, and cultural phenomena that have influenced human settlement and interaction since the end of the Middle Ages. Topics studied include the ages of global encounters, revolutions, Imperialism, global conflicts, and contemporary times. A balance of materials from many diverse world cultures and civilizations will be employed in the course. Students will develop an appreciation of how and why societies change; why political and social conflict exists; how religion influences the development of societies; how individuals affect change; how social institutions and groups failed to function in beneficial ways when people have behaved in cruel or inhumane ways; and how people have worked to combat instances of prejudice, cruelty, and discrimination.

CP World History

232

Grade 9: 5 Credits

This course parallels the curriculum of World History. Because this course prepares students for academic achievement in college, the curriculum is rigorous and outside readings are routinely assigned. A greater emphasis will be placed on independent practice and primary source analysis. In order to be successful in this course, students must demonstrate an ability to understand varied texts and perspectives. Other elements emphasized in this course are effective writing skills, and critical thinking.

[Dual - Dual Enrollment Course](#)

[Art - Articulation Agreement](#)

[21st - Meets NJDOE 21st Century Learning Requirement](#)

[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

Honors World History**233**

Grade 9: 5 Credits

Prerequisite: To enter this course a Grade 8 student should have earned a final average of 90 or higher in Civics 8, or have a teacher recommendation.

This course parallels the curriculum of World History, but will require extensive additional reading and writing. A greater emphasis will be placed on primary source material and document based questions. It is designed to prepare students who wish to take AP courses in social studies. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course.

United States History I**210**

Grade 10: 5 Credits

United States History I focuses on political, diplomatic, societal, cultural, and economic forces that have shaped the history of the United States and New Jersey. This course covers the era of colonization of the Americas through the Progressive era of the early twentieth century. Students will be asked to make connections between events being studied to similar occurrences at different times in history and to present events. The course is intended to develop a broad appreciation for our American heritage, as well as for the rights and responsibilities of American citizens.

CP United States History I**211**

Grade 10: 5 Credits

This course parallels the curriculum of United States History I. Because this course prepares students for academic achievement in college, the curriculum is rigorous and outside readings are routinely assigned. A greater emphasis is placed on research and primary source analysis. In order to be successful in this course, students must demonstrate an ability to understand varied texts and perspectives. Other elements emphasized in this course are effective writing skills, and critical thinking.

Honors United States History I**212**

Grade 10: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in CP World History, or have a teacher recommendation.

This course parallels the curriculum of United States History I, and covers the first portion of material assessed on the AP U.S. History exam. It should be considered the first half of the AP U.S. History course. Students will engage in frequent and rigorous reading and writing exercises, including primary source analysis and document based questions. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. Outside readings are extensively assigned. This course prepares students for the rigor of Advanced Placement courses in social studies, and is recommended to those students considering taking AP social studies courses while enrolled at Warren Hills Regional High School.

United States History II**213**

Grade 11: 5 Credits

United States History II focuses on political, diplomatic, societal, cultural, and economic forces that have shaped the history of the United States and New Jersey. This course covers the era of World War I through contemporary times. Students will be asked to make connections between events being studied to similar occurrences at different times in history and to present events. The course is intended to continue the development of a broad appreciation for our American heritage, as well as to understand the evolution of our rights and responsibilities as American citizens.

CP United States History II**214**

Grade 11: 5 Credits

This course parallels the curriculum of U.S History II. Because this course prepares students for academic achievement in college, the curriculum is rigorous and outside readings are routinely assigned. A greater emphasis is placed on research and primary source analysis. In order to be successful in this course, students must demonstrate an ability to understand varied texts and perspectives. Other elements emphasized in this course are effective writing skills, and critical thinking.

[Dual - Dual Enrollment Course](#)[Art - Articulation Agreement](#)[21st - Meets NJDOE 21st Century Learning Requirement](#)[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

Honors United States History II**215**

Grade 11: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in CP U.S. History I, 80 or higher in a previous Honors course, or have a teacher recommendation.

This course parallels the curriculum of United States History II and is open to students who commit to additional reading and writing throughout the course. A greater emphasis will be placed on primary source material and document based questions. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. This course prepares students for the rigor of an Advanced Placement course in social studies, and is recommended to those students considering taking AP social studies courses while enrolled at Warren Hills Regional School District.

AP United States History II (Dual)**216**

Grades 11, 12: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in CP U.S. History I, 80 or higher in Honors U.S. History I, or have a teacher recommendation.

This course parallels the curriculum of United States History II, and covers the second portion of material assessed on the AP United States History examination and should be considered the second half of the AP United States History course. Students will engage in frequent and rigorous reading and writing exercises, including primary source analysis and document based questions. Critical thinking, analytic skills, and historical scholarship are emphasized throughout this course. Outside readings are extensively assigned. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in United States History after completing this course.

ELECTIVE COURSE DESCRIPTIONS**Sociology (Dual)****203**

Grades 10, 11, 12: 5 Credits

Sociology is the study of human relationships. It enables us to view human society as various social interactions and provides us with a better understanding of ourselves, of groups, and of our cultural and social worlds. Students will analyze how behaviors of individuals are largely shaped by groups they belong to, and by their culture and society. This course does not take the place of the required social studies courses.

Introduction to the Social Sciences**205**

Grades 10, 11, 12: 2.5 Credits

This course is designed to familiarize students with social science subjects such as anthropology, psychology, economics, and political science. Students will have the opportunity to evaluate the social science disciplines for potential careers and will be systematically introduced to processes that promote effective thinking and study habits. This course does not take the place of the required social studies courses.

Genocide: Betrayal of Humanity**207**

Grades 11, 12: 2.5 Credits

This course is designed to encourage tolerance in our culturally diverse state society. Students will analyze the occurrence of genocide as the consequences of prejudice and discrimination. Students will learn that each citizen bears personal responsibility to fight racism and hatred wherever and whenever it happens. This course will delve into the study of genocides through various primary sources from the Holocaust, Darfur, Native Americans, Bosnia, Rwanda, and other human rights atrocities. This course does not take the place of the required social studies courses.

Criminal Justice (Dual)**208**

Grades 10, 11, 12: 2.5 Credits

This course is designed to acquaint students with knowledge of our legal and penal system in regard to its political, social and economic impact on the lives of each of us. The American judicial system will be examined through the lenses of varying types of statutes, court decisions, and of the penal system. Students will examine the delicate balance between the rights of the accused against the needs of the state to enforce its laws and punish those who violate them. Critical thinking, researching, reading, writing, listening, and oral presentations will be stressed. This course does not take the place of the required social studies courses.

[Dual - Dual Enrollment Course](#)[Art - Articulation Agreement](#)[21st - Meets NJDOE 21st Century Learning Requirement](#)[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

AP African American Studies**219**

Grades 10, 11, 12: 5 Credits

No prerequisite. All eligible students are encouraged to register for this course; students needing reading and writing support are encouraged to use Resource Teachers.

This course is an interdisciplinary course that examines the diversity of African American experiences through district encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. This course does not take the place of the required social studies courses.

AP World History: Modern (Dual)**237**

Grades 10, 11, 12: 5 Credits

Course offered in the 2025-2026 & 2027-2028 school years

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP social studies course, 80 or higher in a previous Honors course or have a teacher recommendation.

This course is open to those who have successfully completed the required core course in World History. The study of civilizations from approximately 1200 C.E. up through the current era occurs through a structured approach developed by the College Board. Students are expected to attain much of the content through out of class readings, in-class investigations, and in-class discussions and evaluations of pertinent, often controversial issues. Critical thinking, analytical skills, sophisticated writing for different types of tasks, and historical scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in World History: Modern after completing this course. This course does not take the place of the required social studies courses.

AP European History (Dual)**235**

Grades 10, 11, 12: 5 Credits

Course offered in the 2026-2027 & 2028-2029 school years

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP social studies course, 80 or higher in a previous Honors course or have a teacher recommendation.

This course concentrates upon the principle themes of modern European history by exposing participants to a factual, chronological development of events which marked the course of the Western world and its global influences from the end of the Medieval era to the present. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in European History after completing this course. This course does not take the place of the required social studies courses.

AP United States Government and Politics (Dual)**244**

Grades 10, 11, 12: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP social studies course, 80 or higher in a previous Honors course or have a teacher recommendation.

By examining the structure, process, and function of their government and politics students will come to understand the formal and informal ways in which the American government functions to serve the needs of its citizens. Students will critically explore historical materials and current political events through research and discussions in order to critique and evaluate the current state of the American democracy. Students will understand how individuals interact with their government through political parties and the media, and how those in government use political parties and the media to interact with individuals. Further, students will come to understand why individuals engage in political behavior and

[Dual - Dual Enrollment Course](#)[Art - Articulation Agreement](#)[21st - Meets NJDOE 21st Century Learning Requirement](#)[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

what they hope to gain from it. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in United States Government and Politics after completing this course. This course does not take the place of the required social studies courses.

SOCIAL STUDIES COURSE SEQUENCE

7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Geography & Culture	Civics	World History OR CP World History OR Honors World History	U.S. History I OR CP U.S. History I OR Honors U.S. History I	U.S. History II OR CP U.S. History II OR Honors U.S. History II OR AP U.S. History II	There is no required social studies course for Grade 12 students, unless a student is repeating a Grade 9, 10, or 11 required course that failed.

ELECTIVE COURSES

9 th Grade	10 th Grade	11 th Grade	12 th Grade
	Sociology Introduction to Social Sciences Criminal Justice AP World History AP European History AP U.S. Government & Politics AP African American Studies	Sociology Introduction to Social Sciences Genocide: Betrayal of Humanity Criminal Justice AP World History AP European History AP U.S. Government & Politics AP African American Studies	Sociology Introduction to Social Sciences Genocide: Betrayal of Humanity Criminal Justice AP World History AP European History AP U.S. Government & Politics AP African American Studies

NOTE: Levels may change based on student performance.

Dual - Dual Enrollment Course
 Art - Articulation Agreement
 21st - Meets NJDOE 21st Century Learning Requirement
 VPA - Meets NJDOE Visual & Performing Art Requirement

DEPARTMENT OF SPECIAL EDUCATION

It is the goal of the Warren Hills Regional School District to place students, to the maximum extent possible, in the least restrictive environment. Educational schedules for students receiving special education and related services are varied and individualized. Special education course selections are made in conjunction with the teacher, parent, and child study team input. For more information, please contact the child study team office or your child's case manager.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Students formally identified with special needs receive an Individualized Educational Program (IEP) developed by the child study team (CST), parents, and professionals related to each student's individual case circumstances. For more information, confer with your case manager, or the Supervisor of Special Education.

There are several distinct special education placement and program offerings for Grades 9-12:

- General Education Supplemented (GES)
- In-Class Support (ICS)
- In-Class Resource (ICR)
- Language/Learning Disabilities (LLD); Emotional Regulation Impairment Classroom (ERIC); (MD/AU) Multiple Disabilities /Autism Program
- English Language Arts Literacy (LAL)
- Vocational Training
- Work Based Learning (WBL)
- Life Skills/Independent Living
- World Language and Cultural Awareness

COURSE AND/OR PROGRAM DESCRIPTIONS

General Education Supplemental (GES)

Grades 9, 10, 11, 12

This placement provides learners with supplementary aids and services in the general education setting to enable students with disabilities access to the general education curriculum in a least restrictive setting. This educational placement affords learners with disabilities to be educated to the maximum extent possible with non-disabled peers (N.J.A.C 6A: 14-4.5).

Within the GES setting, all students are expected to master the goals of the general curriculum, participate in all activities, and complete all requirements of the class with minimal academic support and assistance.

In-Class Support (ICS) Program

Grades 9, 10, 11, 12

This placement provides a collaborative/co-teaching framework at the high school. Learners are supported with a team teaching partnership that combines a general and a special educator who work as a team in a designated content area.

This arrangement affords learners with disabilities an opportunity to receive supported instruction in a regular education setting with non-learning disabled peers, a content specialist and a special education practitioner who is able to provide modifications and adjustments to meet the needs of learners with disabilities.

Within the ICS setting, all students are expected to master the goals of the general curriculum, participate in all activities, and complete all requirements of the class with modifications and support that maintain the course goals and objectives.

[Dual - Dual Enrollment Course](#)

[Art - Articulation Agreement](#)

[21st - Meets NJDOE 21st Century Learning Requirement](#)

[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

In-Class Resource (ICR) Program

Grades 9, 10, 11, 12

This placement provides learners with resource program instruction in an integrated format with grade level peers at the high school in accordance with N.J.A.C. 14-14.6 and 6A:26-6.

Within the ICR setting, learners with disabilities are exposed to the regular curriculum standards which are modified to meet their academic needs based on their Individualized Educational Program (IEP) goals. Students who are assigned to this placement are expected to master curriculum goals and objectives and to participate in classroom educational activities.

Language/Learning Disabilities (LLD) Program

Grades 9, 10 11, 12: 5 Credits Per Class

This is a comprehensive program placement that provides learners with disabilities instruction in core academics. The emphasis is on developing areas where learners may have educational deficits in order to build and scaffold academic skills and transition learners to a less restrictive setting.

English Language Arts Literacy Lab

970.1

Grades 9, 10, 11, 12: 5 Credits

This course provides direct instruction in a sequential and systematic manner through the employment of curriculum that uses a multi-sensory approach in developing reading skills. The class curriculum focuses on practical reading and writing skills; decoding, encoding, and comprehension strategies in an effort to more effectively and independently respond to fiction and non-fiction works. Enrollment in this course is based on teacher, case manager, parent, and student input.

Emotional Regulation Impairment Classroom (ERIC) Program

Grades 9, 10, 11, 12: 5 Credits Per Class

This program placement provides learners who meet the federal criteria with academic instruction in the core subjects as well as pro-social skills so as to assist students in developing critical social and emotional abilities. The class curriculum focuses on the development of personal responsibility, academic skills, social and emotional development within the context of school, home/family, and community. Students eligible for the ERIC program will spend half of their day at the EXCEL building where they will receive their Core Academic classes as well as structured counseling services. The other half of their day will be at the WHRHS for elective courses and Health/Physical Education.

Emotional Regulation Impairment Classroom (ERIC) Health & Physical Education

Grades 9, 10, 11, 12: 5 Credits Per Class

ERIC health and physical education is designed for students who struggle socially, emotionally and behaviorally in a larger classroom setting. The smaller setting assists students to realize their full physical potential in a safe environment with staff familiar to their needs. Lessons and activities are geared to help students experience success and enhance their self-esteem. Students are selected for this program by their case manager based on their social and emotional needs.

Multiple Disabilities/Autism Programs

Grades 9, 10, 11, 12: 5 Credits Per Class

This program placement emphasizes the development of life skills necessary for transition to adult life. Instruction is provided in a more restrictive setting where learners with diverse abilities are able to benefit from a systematic educational approach that is centered on individualized programming and skill development.

Students who are enrolled in this program benefit from an instructional setting that incorporates specific educational goals, life skills, community involvement, functional academic and living skills. Instructional development and practices will be supported by a qualified Behaviorist or Board Certified Behavior Analyst (BCBA) as needed.

[Dual - Dual Enrollment Course](#)

[Art - Articulation Agreement](#)

[21st - Meets NJDOE 21st Century Learning Requirement](#)

[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

Pre-Vocational Training**996.am4**

Grades 9, 10: 5 Credits

Pre-Vocation is focused on teaching students skills that are necessary in the workplace. The students will be learning skills such as copying, printing, laminating, and poster making. Aside from the hands-on-experience they will receive in the classroom, they will be learning important soft skills that are relevant to the employment world.

Vocational Training**996.am5**

Grades 11, 12; 5 Credits

Prerequisite: Pre-Vocational Training

Vocational Training is focused on providing acquisition, maintenance, and generalization of employment skills that can be utilized in future work settings while instilling self-confidence in each student.

Work Based Learning (WBL)**994.155**

Grades 11, 12: 15 Credits

Prerequisite: Pre-Vocational and Vocational Training

This placement introduces learners to the requirements of employment. Learners who participate in this program are placed in several employment/job settings throughout the academic year where learners are exposed to different skill sets necessary for independent living through internships or job shadowing.

These placements are within Warren Hills Regional High School or in the Warren Hills community. The WBL program offers an extension to the learning experience for learners with disabilities as they are able to further develop independence, social skills, self-reliance, time management, self-esteem, positive work attitudes, motivation, decision-making, interviewing skills, safety skills, completing job applications, career exploration and career preparation. According to the State of New Jersey Work Based Learning (WBL) Guidelines, students are not permitted to attend school and work more than 40 hours a week/8 hours a day. Students who are enrolled in this program and have already met all of their high school credits are exempt from this rule.

Life Skills**996.3m**

Grades 9,10: 5 Credits

Life Skills is designed to increase student knowledge and skills necessary for everyday living. The course emphasizes goal-setting, decision making, problem solving, communication, healthy lifestyles and relationships, nutrition, personal safety, citizenship and consumerism.

Independent Living**997.4A**

Grades 11+: 5 Credits

Prerequisite: Life Skills

Independent Living is designed to provide naturally occurring life experiences for students with special needs. Transitional and life skills instruction is provided in the classroom as well as in the community. This small group instructional setting is designed to promote independence for students.

World Language and Cultural Awareness**997.50A**

Grades 9, 10, 11 and 12+

World Language and Cultural Awareness is offered to the MD/AU program as an alternative to the World Language requirement. World Language and Cultural Awareness focuses on understanding the differences in cultures around the world. Students will explore various countries while learning about their traditions, foods, clothing, music and language.

[Dual - Dual Enrollment Course](#)[Art - Articulation Agreement](#)[21st - Meets NJDOE 21st Century Learning Requirement](#)[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

DEPARTMENT OF TECHNOLOGY EDUCATION

Students may elect courses from the department to fulfill graduation requirements in 21st century life and careers/career-technical education. Student safety in machine-based and tool-based environments is of paramount importance. Any student failing to adhere to the department's zero tolerance safety contract will be immediately and permanently removed from participation in that course.

COURSE DESCRIPTIONS

Foundations of Structural Engineering (21st)

804

Grades 9, 10, 11, 12: 2.5 Credits

This is a half-year introductory course that will be based on the engineering design process and problem solving approach. It is designed for students to gain a better understanding of how forces, loads and material and design components impact our daily lives. Students will design, construct, and test structures that are represented in our modern society, such as our roads, bridges, towers, structures and other infrastructures. Students will explore the given career paths that civil engineering has to offer.

Foundations of Electronics (21st)

802

Grades 9, 10, 11, 12: 2.5 Credits

This is a half-year introductory course that will be based on the engineering design process and problem solving approach. It is designed for students who wish to further understand how their world is shaped by electricity and the electronic devices that surround them. The course blends electronic concepts and theory with practical hands-on activities. Students will learn about safe practices concerning electronics, basic circuits and components, reading and interpretation of schematic diagrams, testing of electronic circuits and devices, construction of analog and digital electronic circuits as well as possible career direction.

Foundations of Energy and Power Engineering (21st)

803

Grades 9, 10, 11, 12: 2.5 Credits

This is a half-year introductory course that will be based on the engineering design process and problem solving approach. It will cover the renewable, non-renewable, technical, economic and social difficulties of alternative and modern energy and power generation. Experimenting with green methods for extracting energy from the sun, wind, tides and currents will be discussed and evaluated. Other topics may include the impact of energy production on the environment, application and sustainable practices. Students will explore given career paths in green energy and alternative resources.

Foundations of Mechanical Engineering (21st)

805

Grades 9, 10, 11, 12: 2.5 Credits

This is a half-year introductory course that will be based on the engineering design process and problem solving approach. It will introduce students to the integration of simple machines and other mechanisms. In addition, students will develop an understanding of the basic dynamics of mechanical devices and their operation. Students will have the opportunity to fabricate and test their own mechanical devices as well as explore the given career path that mechanical engineering has to offer.

Foundations of Robotics (21st)

801

Grades 9, 10, 11, 12: 2.5 Credits

This is a half-year introductory course based on the engineering design process and problem solving approach. It is designed for students to experience and explore the opportunity of how robotics technology is applied to our modern industrial world. Through the use of various instructional materials, including hands-on model assemblies, students will gain a clear understanding of basic robotics technology systems, applications, and modern implementation of Robotics in manufacturing and related careers.

[Dual - Dual Enrollment Course](#)

[Art - Articulation Agreement](#)

[21st - Meets NJDOE 21st Century Learning Requirement](#)

[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

Essentials in Construction & Carpentry (21st)**855**

Grades 9,10, 11, 12: 5 Credits

This full year course introduces students to the fundamental concepts of construction & carpentry. It provides students with an operational knowledge of home construction, principles of carpentry, electricity, plumbing, and roofing; and an introduction to the tools associated with diverse home maintenance and blue print interpretation/design. Basic construction math will be incorporated into real-life applications. This course also serves as the first level of the Pathway to Construction Pathway.

Foundations of Architecture (21st)**870**

Grades 9, 10, 11, 12: 5 Credits

This full year course will provide students with an introduction to the world of mechanical drawing and architectural design. Areas of study will include house types, styles, influencing factors, residential design, basic components of house construction, and plan reading and drawing. Students will ultimately design a house, develop the plans, details and working drawings necessary to build it. Throughout the course students will utilize AutoDesk to meet the required challenges. Students will begin portfolios reflecting the body of their work. Basic construction math will be incorporated into real-life applications.

Principles of Construction & Design (21st)**872**

Grades 10, 11, 12: 5 Credits

Prerequisite: Essentials in Construction & Carpentry or Woods Manufacturing 1 or Woods Manufacturing 2

This full year course will continue the education of construction by furthering the students knowledge in machine and tool safety, the construction of a house from laying foundations to crafting roofs, you'll gain a comprehensive understanding of various construction disciplines like plumbing, HVAC, electrical and landscaping. This course will also teach students the art of welding, as well as furthering the skills learned in the prerequisite classes to construction and build real-life projects for the school and the community.

Woods Manufacturing I (21st)**890**

Grades 9, 10, 11, 12: 5 Credits

This full year course introduces students to the world of Woodworking. It addresses shop safety and standard operating procedure. The utility of hand tools and stationary power tools is also addressed. In addition, instruction is provided in the areas of wood selection, joint construction, sanding, gluing, fastening, and finishing. Students are required to create working drawings, material lists, material cost analyses and fine finished products. As approved by the instructor, independent projects may utilize materials provided by the student. Basic construction math will be incorporated into real-life applications.

Woods Manufacturing II (21st)**893**

Grades 10, 11, 12: 5 Credits

Prerequisite: Woods Manufacturing I

This full year course allows students to further develop skill sets introduced in Woods Manufacturing I. Students will learn the safe basic operation of such machinery as the table saw, jointer, surfacer, and router. The opportunity for lathe work is also available. In addition, students are required to create working drawings, materials lists, and material cost analyses. Each student is required to produce finished projects based upon his or her plans. As approved by the instructor, independent projects may utilize materials provided by the student. Basic construction math will be incorporated into real-life applications. Additionally, flexibility is provided for the introduction of manufacturing theory and skills, for the purpose of preparing students for Advanced Topics in Woods Manufacturing & Design.

Advanced Topics in Woods Manufacturing & Design (21st)**894**

Grades 11, 12: 5 Credits

Prerequisite: Woods Manufacturing II; or have a teacher recommendation.

This full year course is for the student who wishes to develop, enhance and solidify skills and techniques used in woodworking fabrication and design. This would include, but not be limited to, advanced joinery techniques, manufacturing theory and skills, carpentry skills and more. In addition, students are required to create working drawings, materials lists, and material cost analyses. Each student is required to produce finished projects based upon his or her plans. As approved by the instructor, independent projects may utilize materials provided by the student, and work towards integrating manufacturing principles. This course will allow opportunities for implementing teamwork with an emphasis on production and manufacturing.

[Dual - Dual Enrollment Course](#)[Art - Articulation Agreement](#)[21st - Meets NJDOE 21st Century Learning Requirement](#)[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

Woodcarving (21st)**886**

Grades 10, 11, 12: 2.5 Credits

Prerequisite: Woods Manufacturing I or have a teacher recommendation.

This half year course is open to students who have successfully completed Woods Manufacturing I. Advanced detail and painting is a core component of this course. Specific areas of instruction include: history of woodcarving; tool safety and maintenance; types of carving and finishing techniques. Independent projects may utilize materials provided by the student.

Principles of Engineering (21st)**865**

Grades 10, 11, 12: 5 Credits

Prerequisite: Successful completion of Foundations of Civil/Structural Engineering, Foundations of Mechanical Engineering, Foundations of Robotics, Foundations of Green Energy/Foundations of Energy and Power Engineering, and/or Foundations of Electronics, or have a teacher recommendation.

This full year intermediate level course will be based on the engineering design process and problem solving approach. Students will be instructed in the various areas of engineering and then be asked to solve problems based on the skills and knowledge they have acquired. For example, students will participate in the in class robotics competition, where they will design and construct a robot based on electronic, mechanical and material processing skills. This will give them the opportunity to experience practical problem solving under the pressure of competition. Also, students will further their knowledge of Computer Aided Design (CAD) by using Inventor and other programs from the AutoDesk Suite, as well as advancing on the 3D printer.

Computer Animation (21st)**841**

Grades 9, 10, 11, 12: 2.5 Credits

This half year course includes a brief history of animation, sketching and storyboards, and three-dimensional animation design utilizing a software program used by major television and movie companies. While using the computer software, students will create 3D objects, add materials and lighting, and finally give their objects life by animating them in a 30 second animation.

Honors Advanced Topics in Engineering (21st)**892**

Grades 11, 12: 5 Credits

Prerequisite: A grade of 85 or higher in Principles of Engineering, or have a teacher recommendation.

This full year advanced level course is the capstone of the Warren Hills engineering program. Students will conduct real-life case studies and refine their skills for solving problems by using the design process. Students will be required to conduct in-depth research, develop solutions, and construct working prototypes that solve complex problems. Students will use computer-drafting software to demonstrate and explain gear ratio, material stability, and stress analysis. Students will design and develop a comprehensive electronic and print design portfolio to present the results of their research and solution.

[Dual - Dual Enrollment Course](#)[Art - Articulation Agreement](#)[21st - Meets NJDOE 21st Century Learning Requirement](#)[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

TECHNOLOGY EDUCATION COURSE SEQUENCES

GRADE 7	GRADE 8	FINAL GRADE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Robotics 7 Computer Science 7	STEM 8	No Requirement	Foundations of Architecture Computer Animation	Principles of Computer Animation	Advanced Topics in Architectural Design	
	Computer Science 8		Woods Manufacturing I	Woods Manufacturing II	Advanced Topics in Woods Manufacturing & Design	Advanced Topics in Architecture Design
			Woods Manufacturing I Essentials in Construction & Carpentry	Wood Manufacturing II Woodcarving Essentials in Construction & Carpentry		
			Foundations Courses	Foundations Courses Principles of Engineering	Foundations Courses Honors Advanced Topics in Engineering	Foundations Courses Honors Advanced Topics in Engineering

ELECTIVE COURSES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Foundations of Structural Engineering Foundations of Mechanical Engineering Foundations of Electronics Foundations of Energy and Power Engineering Foundations of Robotics Foundations of Architecture Essentials in Construction & Carpentry Woods Manufacturing I Computer Animation	Foundations of Structural Engineering Foundations of Mechanical Engineering Foundations of Electronics Foundations of Energy and Power Engineering Foundations of Robotics Essentials in Construction & Carpentry Foundations of Architecture Principles of Construction & Design Woods Manufacturing I Woods Manufacturing II Woodcarving Principles of Engineering Computer Animation	Foundations of Structural Engineering Foundations of Mechanical Engineering Foundations of Electronics Foundations of Energy and Power Engineering Foundations of Robotics Essentials in Construction & Carpentry Foundations of Architecture Principles of Construction & Design Woods Manufacturing I Woods Manufacturing II Woodcarving Principles of Engineering Honors Advanced Topics in Engineering Computer Animation Advanced Topics on Woods Manufacturing and Design	Foundations of Structural Engineering Foundations of Mechanical Engineering Foundations of Electronics Foundations of Energy and Power Engineering Foundations of Robotics Essentials in Construction & Carpentry Foundations of Architecture Principles of Construction & Design Woods Manufacturing Woods Manufacturing II Advanced Topics in Woods Manufacturing & Design Advanced Topics in Architecture Design Woodcarving Principles of Engineering Honors Advanced Topics in Engineering Computer Animation

OTE: Levels may change based on student performance.

[Dual - Dual Enrollment Course](#)

[Art - Articulation Agreement](#)

[21st - Meets NJDOE 21st Century Learning Requirement](#)

[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

DEPARTMENT OF WORLD LANGUAGES/ESL

While the state and school requirement is one year of a world language, students are reminded that most colleges and universities require a minimum of two to three years of the same world language. Students are encouraged to speak with their guidance counselors and/or their case managers to ensure they make sound scheduling decisions. Students should contemplate the increased rigor involved when choosing a course that builds on previous courses, recognizing that prior performance impacts the ability to achieve at the same level in subsequent courses.

The New Jersey Department of Education (NJDOE) has established the *State Seal of Biliteracy* to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. For more information, contact your guidance counselor or case manager. Additional information can be found at NJDOE *State Seal of Biliteracy* [website](#).

COURSE DESCRIPTIONS

Level I

5 Credits

501 French

521 Spanish

The novice level of formal world language study introduces the student to the fundamental principles of the language and begins to develop the language skills of listening, speaking, reading, and writing. Using a variety of teacher-made, commercial and authentic materials, the student will be afforded ample opportunity to become actively involved with the language and culture. Although the novice level of world language study concentrates on the student's understanding and recognition of basic grammatical functions, equal emphasis is placed upon the student's ability to use the language in familiar everyday situations.

Level II

5 Credits

Prerequisite: Successful completion of Level I of the language. Any student who has successfully completed Level I of the language in Grade 8 is eligible to take Level II in Grade 9.

503 French

523 Spanish

The second level of world language study further develops the fundamental language skills. As in the first level, the second level of world language study utilizes various materials that encourage the student to become an active participant in the classroom activities. The novice level continues to concentrate on the student's understanding and recognition of the grammatical principles of the language, and the student's ability to develop and utilize these concepts in a variety of topics while increasing exposure to the cultural aspects of the languages.

Level III

5 Credits

Prerequisite: Level II of the language.

505 French (Dual)

525 Spanish (Dual)

The third level of foreign language study provides more in-depth consideration of the complex grammatical structures of the language and is designed to improve the student's efficiency in the four language skills. The third year can be thought of as the intermediate level, which begins to prepare the student for foreign language study at the advanced level and for study on the college, or university level. Major emphasis is placed upon the conversational proficiency of the student. Contemporary literature is introduced and used as the basis for discussion about the intricacies of the respective cultures.

[Dual - Dual Enrollment Course](#)

[Art - Articulation Agreement](#)

[21st - Meets NJDOE 21st Century Learning Requirement](#)

[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

Honors Level IV

5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in the Level III World Language course, or have a teacher recommendation.

507 French (Dual)

527 Spanish (Dual)

The fourth level of world language study refines all four of the language skills –listening, speaking, reading, and writing, with special emphasis on creative conversation and exposition. The fourth year begins world language study at the college and university level. Increased exposure to the cultural aspects of the languages and their respective countries is presented through a variety of materials and discussions.

AP Level V

5 Credits

Prerequisite: To enter this course a student should have earned a final average of an 80 or higher in the Level IV World Language course, or have a teacher recommendation.

510 French

529 Spanish (Dual)

AP World Language study further refines language abilities through the use of advanced materials. The AP World Language level is intended for those who have chosen to develop their proficiency in world language without special emphasis on literature. The courses stress oral skills, composition, and culture. The courses emphasize the use of world language for active communication. Students are strongly encouraged to take the AP examination in World Language after completing this course.

Fundamentals of Spanish

520

Grades 9, 10, 11, 12: 5 Credits

Prerequisite: Teacher recommendation. May be recommended by a guidance counselor or case manager.

This course is a basic level Spanish with a focus on verbal and aural skills and project based assessments that will cover traditional topics such as culture, self, home, and school at an accommodating pace. Vocabulary and grammatical structure will be introduced in the context as they support communicative processes. This course will enable students to develop proficiency in Spanish and make it possible for students to experience success in the study of a world language to enhance their opportunities for potential future study in the target language. This course will satisfy graduation requirements; however, it may not be recognized for college acceptance. Subsequent World Language study would continue with Spanish I, if desired. This is a Pass/Fail course.

English as a Second Language (ESL)

500

Grades 9, 10, 11, 12: 5 credits

Students enrolled in English as a Second Language (ESL) come to Warren Hills from a variety of cultural backgrounds and with varied levels of English skills. Instruction must therefore be individualized. The curriculum appropriate for any given student is modified through varying techniques, strategies, and materials. The program is designed to encourage students to maintain their identity, language and cultural heritage, while learning a new language and adapting to a new cultural environment. The principal goal is to prepare the ESL students to be as functional as possible, as soon as possible, in the English-speaking classroom. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

ESL Supplemental

550

Grades 9, 10, 11, 12: 5 Credits

This course is for those students that are currently enrolled or, in transition from, an ESL program. This course is designed to monitor the progress of the ESL student in their core subjects. Students will continue to work on their English skills in conjunction with their other subject areas. Projects will be assigned accordingly. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

[Dual - Dual Enrollment Course](#)

[Art - Articulation Agreement](#)

[21st - Meets NJDOE 21st Century Learning Requirement](#)

[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

ESL English**500.3**

Grades 9, 10, 11, 12: 5 Credits

ESL English is a full year course for Grades 9 - 12. This course is geared toward those students in ESL. Students will study literature, writing and related skills such as vocabulary, grammar, reading and listening. This course meets the English requirements towards graduation. Students may repeat participation in this course in Grades 10, 11, and 12 for credit.

WORLD LANGUAGES COURSE SEQUENCES

GRADE 7	GRADE 8	FINAL GRADE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Exploratory French or Spanish	Level 8 - Spanish only	No Requirement	Level I	Level II	Level III	
			Level II	Level III	Level IV Honors	Level V AP
	Level I	No Requirement	Level II	Level III	Level IV Honors	Level V AP

NOTE: Levels may change based on student performance**ADDITIONAL EDUCATIONAL PROGRAMS**

Interested students and their parents/guardians should speak to the guidance counselor or case manager about any of these options.

COURSE AND/OR PROGRAM DESCRIPTIONS**Alternative Learning Community**

Grades 9, 10, 11, 12

The Alternative Learning Community (ALC) is designed to assist students who have academic and/or social needs that may affect their chances for successful transitioning into the high school setting. Class sizes are limited. When sufficient progress is made, students are placed out of the ALC and mainstreamed.

Character Development & Leadership Program**025**

Grade 11: 5 Credits

This course is open to all students.

As a prelude to the Peer Leadership Program for seniors, this course is designed to challenge students intellectually, emotionally, and behaviorally as it focuses on several role models that describe character and leadership. Examples of topics include effective ways to handle peer pressure—courage; showing respect to others—respect; building positive communication skills—empathy; and addressing bullying in your school—compassion.

[Dual - Dual Enrollment Course](#)[Art - Articulation Agreement](#)[21st - Meets NJDOE 21st Century Learning Requirement](#)[VPA - Meets NJDOE Visual & Performing Art Requirement](#)

Peer Leadership

050

Grade 12: 5 Credits

Peer leadership is a full year training course and co-curricular program for students interested in serving as peer leaders during their senior year. Participants will study models designed to promote positive influence on the behavior, ideas, attitudes, and decisions of students in our school community. The course will be taught by trained faculty, with significant portions of the class dedicated to actual group work experience. Acceptance into the course is dependent upon the selection process by a faculty committee. The criteria are: academics; leadership qualities or potential for leadership; dynamism; respect of teachers and peers; disciplinary record; demonstrated willingness to work with all members of the school community regardless of gender, sexual orientation, race, ethnicity, socio-economic class, clique, or cultural sub-group; evidence of high moral character. To be considered for acceptance to the program, students must register for the class with their guidance counselor or case manager. Under normal circumstances, students will be notified about their acceptance into the program no later than the last day of school. All students selected for this program will be required to attend mandatory 2-day summer training at the high school from 9:00 a.m. until 3:00 p.m. Students accepted to the program will receive more information in their acceptance letters at the end of June. Dates will be determined.

Independent Study

Grades 11, 12

The wide variety of students' interests, motivation, and responses to school make clear that no single approach to learning will work for all students. Learning takes place in a variety of ways under a variety of circumstances – it is a highly individual process. The manner and techniques by which something has been learned can vary considerably. Independent study provides students with an opportunity to design individual projects and enter into a contract for completion of the project activities. Students should realize that Independent Study requires a great deal of personal initiative and responsibility. A student cannot complete an Independent Study for a course already offered in our Program of Studies. However, an exception may be made if a course required for graduation is not available. Additionally, credit earned through an Independent Study cannot count towards the 120 credits required for graduation unless it is an exception and required for graduation.

Independent Study projects can be designed for either a semester or a full year and are limited to 5 credits per year. Students interested in developing an Independent Study project should first discuss their ideas with an appropriate Warren Hills teacher who is willing to serve as the student's facilitator. Specific guidelines, as well as application forms, are available in the Guidance Office. *NOTE: Independent Study may only be done before school, during lunch, or after school.*

Horizons Program

Grades 9, 10, 11, 12

The Horizons Program of Warren Hills may include identified Gifted and Talented Students; however, it is available to all students who have an interest in developing and challenging original ideas, especially as solutions to problems.

Warren Hills is a member of the Warren County Consortium for Student Enrichment, which sponsors many opportunities for students. The Horizons Program also participates in the high school Warren-Hunterdon Academic Meet (WHAM). In addition to participation in county and state activities, the Horizons Program sponsors *extra-curricular* opportunities such as writing conferences and arts symposiums for both the middle and high school students. All the activities are designed to stimulate high levels of thinking, promote creative and critical problem solving, and developing leadership skills.

Edited - 12/1/2024

Edited - 12/4/2024

[Dual - Dual Enrollment Course](#)

[Art - Articulation Agreement](#)

[21st - Meets NJDOE 21st Century Learning Requirement](#)

[VPA - Meets NJDOE Visual & Performing Art Requirement](#)