

**RAMAPO INDIAN HILLS REGIONAL  
HIGH SCHOOL DISTRICT**

**PROGRAM  
OF  
STUDIES  
2016 - 2017**

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## MISSION STATEMENT

The mission of the Ramapo Indian Hills Regional High School District is:

- To establish and maintain educational programs that support effective teaching and meaningful learning
- To provide a caring and nurturing environment that encourages all students to achieve the New Jersey Core Curriculum Content Standards at their maximum potential
- To efficiently promote this mission within the resources available to the district

## FROM THE SUPERINTENDENT

The Ramapo Indian Hills Regional High School District is committed to offering you the highest quality educational programs.

We strongly encourage you to plan and choose your course of studies carefully as it will provide a solid foundation for your future. Please use this publication as your basic planning guide.

Our counselors, teachers, and administrators are available to assist you in your choice of course offerings available for a successful year. We look forward to working together to assure that you receive the greatest benefit from our outstanding program.

Beverly MacKay, *Superintendent of Schools*

## **EDUCATIONAL GOALS**

The ultimate goal of all education is to teach man to think rationally and critically, to enjoy the process of learning, and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change. This Board is committed to the maximum development of every individual, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The Board believes in the dignity, worth, and potentials of each student, and recognizes that the student is the focal point of education; that each student has his/her capacity for learning, and unique set of needs. The board must provide an educational system consistent with the desires of the citizens of the district, as determined by a goal-setting system or revision every five years as required by Chapter 212 of the Public Education Act of 1975.

1. In a democracy, it is essential that the schools provide each student with an understanding of the basic elements and values of our culture and our national heritage, as well as an understanding of cultures and nations other than our own, and an awareness of the interdependence of nation-states without loss of recognition of our own national interest or values. In addition education for citizenship in a democracy must provide each student with an understanding of the citizen's Constitutional and human rights, privileges, and responsibilities, and an understanding of the concept of adherence to law together with the need for constructive citizen participation in the decision making process.
2. The Board is committed to the belief that each student should be provided with those skills necessary for his/her effective functioning in our society, and that each student should be encouraged to achieve his/her potential to his/her maximum desire and ability, intellectually, socially, and emotionally.
3. Mental and physical health are interrelated, and all activities must concern themselves with the well being of the student so that students may enjoy satisfying, responsible, and productive roles in life. This Board is dedicated to providing the finest possible education for each student. All goals set forth here are important and in many cases interdependent. The educational program will stress the achievement of goals determined by the citizens, staff and students of this district.

## **THE PUBLIC SCHOOLS IN THE RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL DISTRICT SHOULD HELP EVERY STUDENT IN THE DISTRICT TO:**

Develop skills in reading, writing, speaking, listening and quantitative thinking

Learn how to examine and use information

Gain a general education

Learn how to be a good citizen

Develop good character and self-respect

Develop pride in work and a feeling of self-worth

Develop a desire for learning now and in the future

Learn to respect and get along with people with whom we work and live

Develop skills to enter a field of work

Learn about and try to understand the changes that take place in the world

Gain information needed to make job selections

Understand and practice democratic ideas and ideals

Appreciate culture and beauty in the world

Learn how to be a good manager of money, property and resources

Practice and understand the ideas of health and safety  
Learn how to respect and get along with people who think, dress, and act differently  
Understand and practice the skills of family living  
Learn to constructively use leisure time.

## **POLICY**

### **School System Education Process Goals**

The Ramapo Indian Hills Regional High School District shall provide:

Instruction, which bears a meaningful relationship to the present and future needs and/or interests of pupils.

Significant opportunities, consistent with the age of the pupil, for helping to determine the nature of the educational experiences of the pupil.

Specialized and individualized kinds of educational experiences to meet the needs of each pupil.

Opportunities for teaching staff and pupils to make recommendations concerning the operation of the schools.

Comprehensive guidance facilities and services for each pupil.

An environment in which any competition among pupils is positive.

Resources for education, used with maximum efficiency.

Teaching staff members of high quality.

Diverse forms of constructive cooperation with parents and community groups.

## **REQUIREMENTS FOR GRADUATION**

The Ramapo Indian Hills Regional High School Board of Education revised and adopted Board Policy No. 5460, High School Graduation, which includes the credit requirements for graduation.

The Ramapo Indian Hills Regional High School District Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma has met the requirements for graduation.

### **A. High School Graduation Requirements**

A graduating student must have earned the appropriate number of credits as stipulated below in courses designed to meet all of the New Jersey Core Curriculum Content Standards/Common Core Standards including, but not limited to, the following credits:

1. 20 credits in language arts literacy aligned to grade nine through twelve standards;
2. 15 credits in mathematics, including Algebra I and Geometry (or the content equivalent), and including a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares pupils for college and the 21st century.
3. 15 credits in social studies, including 10 credits in United States History, 5 credits in world history, and the integration of civics, economics, geography, and global content in all course offerings;
4. A minimum of 17 credits in science including biology, chemistry, and one additional physical science course;
5. 5 credits in health, safety, and physical education during each year of enrollment, distributed as 3.75 credits in physical education and 1.25 credits in health;
6. 5 credits in visual and performing arts;

7. 10 credits in world languages or student demonstration of proficiency as set forth in New Jersey Administrative Code;
8. 2.5 credits in financial, economic, business, and entrepreneurial literacy;
9. Technological literacy, consistent with the Core Curriculum Content Standards, integrated throughout the curriculum;
10. 5 credits in 21<sup>st</sup> century life and careers or career-technical education; and
11. Electives as determined by the high school program sufficient to total a minimum of 140 credits.

Credit means the award for the equivalent of a class period of instruction that meets for a minimum of forty minutes, one time per week during the school year or as approved through New Jersey Administrative Code.

**To view the entire RIH High School Graduation Policy:** <http://www.rih.org/page.cfm?p=2240>

**A Graduation Requirement Worksheet** can be found here: <http://www.rih.org/page.cfm?p=1763>

**Option II** - The minimum 140 credit requirement set forth above may be met in part through alternative program completion. This is Option II. Additional information and the application for Option II can be found here:

<http://www.rih.org/page.cfm?p=1763>

Graduation credit can be obtained through an Option II program – an alternative to traditional high school courses, which involves in-depth experiences. Option II will provide students with enriching, stimulating, and meaningful learning experiences that will enhance student achievement of the New Jersey Core Curriculum Content Standards/Common Core Standards. Students applying for Option 2 credit must have a score of 200 or above on the High School Proficiency Assessment taken during the 11th grade year.

Option II may include, but is not limited to, one or more of the following:

Interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, extracurricular programs, and/or other structured learning experiences. In addition, New Jersey Administrative Code permits district Boards of Education to recognize successful completion of programs from an accredited organization, that assures achievement of the knowledge and skills delineated in the Core Curriculum Content Standards/Common Core Standards or includes learning that builds on and goes beyond the standards. Implementation of this Option is referenced through regulation.

**Suggested courses for satisfying graduation requirements under Visual and Performing Arts and 21<sup>st</sup> Century Life and Careers (Career Education, & Consumer, Family, and Life Skills) are:**

### **Visual and Performing Arts**

Acting Lab  
Advanced Studio Art  
AP Studio Art  
Chamber Choir  
Choreography  
Concert Choir

Drama  
Drawing I, II  
Graphic Design I, II  
Music Theory  
Musical Theatre  
Painting I, II  
Pop & Rock: Intro to Music  
Script Writing  
Sculpture & Ceramics I, II  
Stage Movement/Dance  
String Orchestra  
Studio Art  
Symphonic Band  
Theatre Production  
Wind Ensemble

**21<sup>st</sup> Century Life and Careers – Career Education, & Consumer, Family, and Life Skills**

Accounting 1, 2  
Application Development and I-Apps.  
Advanced Mathematics Applications  
Applied Technology & Design  
Architectural Modeling  
Architecture & Design 1, 2  
At Home With Technology  
Audio & Film Editing  
Bergen Technical Ed Program (Paramus)  
Business Continuity & Management  
Business Principles & Management  
CAD - Computer Aided Design  
Child Development  
Communications  
Computer Anatomy  
Computer Science  
Computer Science for Engineers  
Computer Science Principles  
Contemporary Business Technology  
Contemporary Issues in Science  
Contemporary Foods  
Culinary Gourmet  
Digital Electronics  
Engineering, Math, & Computer Applications  
Fashion & Technology 1, 2  
Forensic Science  
Global Economy  
Global Foods  
Horticulture  
Innovation & Design  
Interactive Media  
Journalism

Marketing  
Medical Issues  
Multimedia  
Power & Energy  
Public Speaking  
Real World Cooking  
Science Research (formerly named Research Projects)  
Structured Learning Experience (S.L.E.)  
Technology Lab  
TV Studio Production  
Web Design  
Wood Processing Technology 1, 2  
Writer's Workshop

### **ATTENDANCE POLICY**

Awarding of credit shall be dependent upon a student not accruing more than ten (10) unexcused absences for each full year course or a proportionate number of days for courses less than a full year. The total number of unexcused absences shall not exceed ten (10). Doctor's notes to excuse absences from the ten (10) absence rule must be submitted within three (3) days of the return to school. All absences for religious holidays, as approved annually by the commissioner under the authority of N.J.S.A. 18A:36-14-16, shall be exempt from these provisions. **The entire RIH Attendance Policy can be found here:** <http://www.rih.org/page.cfm?p=2208>

### **ADMISSION**

#### **Affidavit Pupils: Admission of students not domiciled with their parents**

There is a process for allowing students in this category to petition for admission. Admission may be granted on a tuition or non-tuition basis in accordance with board policy, and state law. For affidavit and other attendance policy information, contact Mr. Frank Ceurvels, Business Administrator, at the Board Office, 201-416-8100 ext. 3803.

### **POLICY ON PUPIL RECORDS**

In accordance with the policy #8330 of the Board of Education and in conformance with the requirements of State and Federal legislation, the following information regarding the maintenance of pupil records is presented.

1. Mandated pupil records shall be preserved in perpetuity by the New Jersey public school last attended. Mandated records include the following:
  - a. Personal data which identifies each pupil enrolled in the district, including name, address, date of birth, name of parents and/or guardians, citizenship, and sex; but may not include data which indicates religious or political affiliation of the pupil or parent (unless requested by the parent or adult student) or the labeling of the pupil as illegitimate.
  - b. Record of daily attendance.
  - c. Descriptions of pupil progress including courses taken and evaluations made. Grade level (or other program) assignment must also be recorded.
  - d. Health history and status records compiled in accordance with State regulations including results of any physical examinations given by qualified employees.
  - e. All other records required to be kept by State regulations including records of children referred to the Child Study Team.

2. Permitted pupil records are also preserved as determined by local Board of Education by resolution adopted at a public meeting. Upon high school graduation or permanent departure from the school district, pupils shall have the right to remove any material from the permitted records:
  - a. Observations and ratings of individual pupils by professional staff members acting within their sphere of competency.
  - b. Samples of pupil work.
  - c. Information obtained from professionally acceptable standard instruments of measurements such as: interest inventories, achievement tests, and standard intelligence tests.
  - d. Authenticated information provided by a parent or adult pupil concerning achievements and other school activities, which the pupil wants to make a part of the record.
  - e. Verified reports of serious or recurrent behavior patterns.
  - f. Extracurricular activities and achievements.

In accordance with the Board of Education Policy records are periodically reviewed by the person(s) designated responsible for their maintenance in order to evaluate the educational relevance of the material contained therein. Information that is detrimental to the pupil and no longer descriptive of the pupil or educational situation is deleted from the record and destroyed at the time of graduation.

Upon graduation or permanent departure of a pupil, a transcript will be provided for each student. In addition, adult pupils or parents can arrange to review and obtain the entire contents of pupil records in accordance with Board of Education Policy #8330. An appointment for this purpose can be scheduled with the Guidance Department.

### **GROUPING/CRITERIA**

**AP–Advanced Placement** – college level courses that use the College Board Advanced Placement Curriculum leading to the AP exam.

**H–Honors** – represents the highest level of academic challenge and expectation in quality of performance and considerable independent work. In most cases, honors courses follow a sequence of courses leading to a final Honors course using the Advanced Placement curriculum.

**CPE–College Preparatory Enhanced** – courses provide greater academic rigor than that of the college prep level classes by offering enriched activities/curriculum for additional academic challenge.

**CP–College Preparatory** – courses meet the college admission requirement for core standard in a particular subject area.

#### **Assignment**

Students and parents will be kept informed of the particular group to which a student is assigned. For those courses in which grouping is practiced, the student’s schedule will indicate the subject selected and the grouping assigned (Example: English 1H, English 1 CPE, English 1 CP).

### **GRADE POINT AVERAGE (GPA)**

Grade Point Average (GPA) calculations shall be provided to juniors at the end of the fifth and sixth semesters of study and a final GPA shall be provided to seniors at the end of the seventh semester. Each calculation is based on the number of credits earned for courses in which the student receives a final grade/course level (AP, H, CPE, CP) according to the Chart of Weighting Equivalents. For the graduating Class of 2017, 2018, and 2019, grades in Physical Education are not included in the GPA calculation; however, the Health grade each year does calculate. Beginning with the Class of 2020, Health and Physical Education grades will be used in the GPA calculation. GPA calculations will appear on the report card each marking period. Additionally, courses from other districts will carry weight no higher than the highest level of the course offered in the Ramapo Indian Hills District.



Students must be enrolled in at least four consecutive semesters beginning not later than spring of the sophomore year to be considered for valedictorian.

### COURSE WEIGHTING

Grade	AP	H	CPE/CP
A	5.0	4.5	4.0
A-	4.7	4.2	3.7
B+	4.3	3.8	3.3
B	4.0	3.5	3.0
B-	3.7	3.2	2.7
C+	3.3	2.8	2.3
C	3.0	2.5	2.0
C-	2.7	2.2	1.7
D+	2.3	1.8	1.3
D	2.0	1.5	1.0
D-	1.7	1.2	0.7
F	0.0	0.0	0.0

The **GPA Calculation Worksheet** can be found here: <http://www.rih.org/page.cfm?p=1763>

### COLLEGE ADMISSIONS

Admission requirements of different colleges vary greatly. The Guidance Department of each school maintains a library of catalogues from many of the colleges and universities in the United States. In addition, the district subscribes to Naviance, which is a college and career exploration tool. These resources are accessible to students who need information regarding the specific entrance requirements of schools. Guidance counselors who are familiar with current college admissions information are available to confer with students about future educational planning. College bound students are encouraged to select as early as possible the schools in which they are interested and to work closely with their guidance counselor throughout the procedure of applying for and securing admissions.

Exams are typically taken as follows:

- \*Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test – Fall of sophomore and junior year.
- \*College Boards –SAT Reasoning Test and/or ACT -Spring of junior year and/or Fall of senior year.
- \*College Boards –SAT Subject Tests – After completion of highest level of high school study in a given subject discipline, upon recommendation of teacher and counselor, not later than fall or winter of senior year.
- \*PSAT/SAT/ACT information is available in the guidance office. See your guidance counselor for more information about PSAT/SAT/ACT prep courses.

## **EXCEPTIONAL STUDENTS**

There are four types of services available to exceptional students:

- A. Cognitive – intellectual
- B. Aesthetic – intellectual
- C. Psychomotor
- D. Leadership and Social Skills

These services are offered to students through the formal curriculum and co-curricular activities.

The *Program of Studies* lists a wide variety of formal courses meeting the needs of exceptional students.

Clubs, competitions, organized sports and academic activities also provide learning opportunities for our exceptional students. Students with leadership skills may elect a role in school government or club governance. For additional information, please refer to the School Handbook.

## **LIBRARY/MEDIA SERVICES**

Through the Library Media Center Web site ([www.rih.org/library](http://www.rih.org/library)), students have 24/7 access to a wide array of online databases that support and enrich all areas of the curriculum. In addition, the Library Media Centers provide print materials that reflect the curricular needs and interests of students. The Library Media Centers subscribe to local and national newspapers and many periodicals. In the Library Media Centers, students also have access to printers and a copier.

## **INTERVENTION AND REFERRAL SERVICE**

Each school has an Intervention and Referral Service Committee to which teachers can refer students who are having academic or social difficulties. The committees will support and guide classroom teachers and coordinate, plan and provide intervention and referral services both through the school and available community-based agencies. They will also actively involve parents and guardians in developing and implementing a plan to assist students.

## **GUIDANCE & STUDENT PERSONNEL SERVICES**

The basic, most important function of guidance is counseling; that person to person interaction in which one person, the counselor, endeavors to help another person, the student, become more effective in dealing with both school and social life. Guidance takes place mainly in the counselor's office and matters are brought to the attention of the counselor by the student, teacher or parent. The counselor helps the student decide how to handle a particular problem through self-evaluation and decision making techniques. Learning how to go about reaching solutions in general, while actively engaged in finding a specific solution, is the goal of a student in quest of maturity. The counselor is the person designated to be available, to be "aware and there" throughout this quest.

Students are, therefore, encouraged to come to the Guidance Office at any time to take advantage of the many services and counseling opportunities available to them during their years at Ramapo/Indian Hills. These services and counseling opportunities include help with personal problems, academic concerns, post high school plans and career development. Helping students cope with their changing physical, social and emotional development is a personal counseling service. Counseling is a helping relationship and, as such, is a service for assistance with long-standing problems or crisis situations. Academic problems are recognized and addressed through the services of the counselor. Teacher and parent conferences analyzing academic performance attitudes are very important in helping the student overcome academic difficulties. Such conferences can be initiated by any of the four key parties: parent-student-teacher-counselor.

The development of student awareness of the full range of educational opportunities after high school is achieved through individual and group counseling sessions, student and parent orientation meetings and bulletins, daily announcements, visitations by school, college and armed services representatives and access to Naviance, our college tracking service.

A particularly important part of the students' overall plan for the future is the selection of high school subjects best suited to their needs and objectives. The student meets with the counselor throughout the year. One of these meetings is for the purpose of planning the student's program of studies.

The wide variety of subject offerings presented in this handbook should enable each student to select courses that will be a part of a well-balanced educational experience and enable the student to develop some of the understandings, skills and appreciations necessary for the future. In the selection of the high school program, the student should consider the occupational and educational requirements of post high school plans. In addition, course experiences should serve as avenues for exploration and development of new interests. Course selections are part of a team effort-involving student, parent, teacher, and counselor. Courses should be chosen only after careful consideration. The classroom teacher will provide general information about course requirements in order to provide direction for each student.

The Guidance Department offers services to the students in self-appraisal as well as self-awareness and presents an opportunity through Naviance, our career and college program. The Naviance system offers an extensive amount of college and career counseling.

This program, plus individual and group counseling sessions, career seminars and speakers, and utilization of aptitude tests and interest inventories help the student gain insight into aptitude, interests, and attitudes and aid in developing realistic career goals. Students will develop an awareness of available career guidance materials through the Naviance program.

The school district has addressed itself to the development of career awareness through teacher-student classroom units and the counseling and information-dissemination activities of the Guidance Department. District curriculum proficiencies in career exploration and development have been established and are as follows:

Students will display an awareness of their interests and abilities by reviewing the results of aptitude tests and interest inventories with their counselors.

Students will be able to relate their interests and abilities to appropriate career fields and learn about such career fields through classroom and guidance activities.

Students will develop an awareness of career resources available through the Guidance Office.

Students will select subjects for each school year on the basis of their career interests.

Students will be given the opportunity to attend Career-Speaker Programs and shall be encouraged to do so.

## **SCHEDULING**

Each year, students begin to work with their guidance counselors to make course selections for the following school year. The process includes input from the student, parent, teachers, and the guidance counselor. Student placement in Honors or Advanced Placement courses is based upon a number of factors including prerequisites, teacher recommendations, and classroom performance.

Later in the year, parents and students will have access to an online “course selection” verification sheet to confirm the student’s choices. On the basis of the course requests in March, the Superintendent and the Board of Education make decisions on budgeting and staffing needs for the following year in preparing to develop the master schedule. Courses listed in the Program of Studies will run based upon student subscription, staff availability, and school administration discretion. Any changes or new selection of courses will not be guaranteed and will be contingent on the number of available sections and the space allowed in each section. Prior to the end of the 2015 – 2016 school year, preliminary schedules will be sent home that will include the levels of courses. Changes to schedules after the preliminary schedules are sent to students will be accepted for clerical errors, graduation requirements, summer school attendance and course availability with electives.

The master schedule will be finalized on **August 19, 2016** and final student schedules, including courses, teachers, and room numbers, will be mailed home in late August. Students may make schedule changes of an educationally sound nature including dropping and/or adding courses after the second day of classes until **September 23, 2016**.

From **September 26 to October 21, 2016**, a student may drop a course, but NOT ADD a course, and the dropped course will not appear on the transcript.

Effective **October 24, 2016**, all courses in which a student is enrolled must be completed regardless of grade or progress in the course.

### **SUMMER SCHOOL CREDITS**

If a student fails a subject during the school year, he/she may attend an accredited summer school to earn remedial credits for that subject. The student must obtain subject supervisor and counselor approval prior to enrollment in the summer school program.

### **FAMILY LIFE EDUCATION**

The Ramapo Indian Hills High School District conducts a Family Life Education program in compliance with the New Jersey Administrative Code on Family Life Education. It will be taught as part of the Health program offered to students in grades nine, eleven, and twelve.

### **Notification to Parents and Guardians – With respect to parental notification, Section b (1) of the New Jersey Administrative Code states:**

The parents and guardians of pupils enrolled in the district shall receive annually (1) an outline of the curriculum and (2) a list of instructional materials for the grade of their child including notification about how to receive a copy of the curriculum. The district shall make available for review in each school the complete curriculum and all instructional materials prior to use in the classroom. Upon request of parents and guardians, the material shall be made available for review.

### **Provision for Excusing Student – Section (i) of the Family Life Code states the following:**

Any pupil whose parent or guardian presents to the school principal a signed statement that any part of the instruction in family life education is in conflict with his/her conscience, or sincerely held moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result there from. (N.J.S.A. 18-A 35-4.6 et seq.). Parents or guardians who wish to excuse their child(ren) from any part of the family life education program should present a signed statement to their building principal requesting that their child(ren) be excused.

A copy of the curriculum and instructional materials are available for review at your school. Contact the Supervisor of the Health and Physical Education Department.

### **SPECIAL EDUCATION**

The Department of Special Education is an integral part of the academic high school program and provides services to students with disabilities under New Jersey Administrative Code Title 6A, Chapter 14. Each of the high schools has a Child Study Team and a building Special Education Supervisor to ensure that students with disabilities receive a Free and Appropriate Public Education. The District Supervisor of Special Education is located in the central office and facilitates the implementation of NJAC 6A:14 in both buildings, and coordinates the special education programs and services for the district.

#### **Child Study Team**

The Child Study Team participates in the identification and determination of students eligible for special education and related services. This includes psychological assessments, educational assessments, and social work services. In addition, the Child Study Team provides case management services to students who are classified and are placed in special education programs or require special accommodations to access the general education curriculum. In addition, the Child Study Team provides transition services for students, including coordinating with community agencies to ensure linkages to post secondary adult services upon graduation.

#### **Programs and Services**

The placement of students in appropriate settings within the least restrictive environment is an integral part of the Individuals with Disabilities Education Act (IDEA).

The Ramapo Indian Hills High School District offers a full continuum of educational services in the Least Restrictive Environment to students who have been identified as Eligible for Special Education and Related Services. These program options include in-class and pullout Supplemental Instruction, Resource Center Pull Out Subject Replacement, Resource Center Inclusion, In-Class Assistance, and Self Contained Transition Programs. Resources Classes reflect the curriculum of the general education classes.

In addition the following Special Education classes are offered:

Foundations of Study Skills	Careers and Adult Living
Integrated Study Skills	Reading 1 and 2
Study and Organization	

#### **New Horizons:**

- Daily Living Skills
- Personal and Social Skills
- Career Exploration
- Careers and Adult Living
- Career Exploration Internship

In the case of students who can not be educated in their home school, the school district refers the student to a State approved placement which is outside of the district and can meet the student's needs. The district has a self-contained program in each high school. This program is for students who have mild to moderately cognitive impairment.

### **Transition and New Horizons Programs**

The Indian Hills Transition program is a self-contained program for students with mild to moderate cognitive impairment and is located at Indian Hills High School. This program is for students in grades 9 - 12 who require a Life-Skills/Pre-Vocational curriculum in addition to the daily living and academic requirements for high school graduation. Students who complete this 4-year program may graduate or receive a certificate of attendance and move into the district's New Horizon Program, which is located at Ramapo High School.

The Ramapo New Horizons Program offers young adults, ages 18-21 with disabilities, a transition-to-adulthood program that includes community based instruction, life coaching, and a structured learning experience. This program has a Structured Learning Experience Coordinator and is for students who have attended the district Transition program, or a similar program, and require further adult living and employment readiness skills prior to graduation. The program provides Community Based Instruction in functional academics and life skills. Students attend Ramapo High School in the morning. The SLE Coordinator coordinates a supported employment program in the afternoon. After receiving a modified academic day students receive supported employment through a job coach in the afternoon. The goal of this program is to develop independent adult living skills and employment readiness to prepare them for or a post-secondary life.

### **HOME INSTRUCTION – 6A:16-10.1**

“To request home instruction due to a temporary or chronic health condition, the parent shall submit a request to the school district that includes a written documentation from the student’s physician documenting the projected need for confinement at the student’s residence or other treatment setting for 10 consecutive school days or 15 cumulative school days or more during the school year.” (6A:16-10.1) Additional information may be obtained by contacting Mr. Michael Marano in the Guidance Office.

### **STUDENT ASSISTANCE PROGRAM**

The Ramapo Indian Hills School District has established a program of information, prevention, counseling and referral. The program is designed to create awareness among students with regard to drug and alcohol dangers and other detriments that lead to academic and personal decline. The Student Assistance Counselor works closely with students, staff, parents and the community in a unified effort to decrease and eventually eliminate these problems. In addition, the program includes a peer leadership program and various group activities to permit self-esteem growth and awareness.

### **SPECIAL STATE MANDATES**

The Ramapo Indian Hills High School District does not discriminate on the basis of sex in the education programs or activities, which it operates, and it is required by Title IX of the Educational Amendments of 1972 not to discriminate in such a manner. **Title IX and State Affirmative Action Officer.** The district official responsible for the coordination of activities relating to compliance with Title IX is Mr. Michael Marano, District Coordinator of Student Personnel Services, 97 Yawpo Ave., Oakland, NJ 07436, (201) 337-0100, ext. 3330. This official will provide information, including complaint procedures, to any student who feels that his or her rights, under Title IX and State Affirmative Action Law, may have been violated.

**504 Plans**

Mr. Michael Marano, District Coordinator of Student Personnel Services, coordinates the district policy and regulations concerning the Federal Rehabilitation Act of 1973, Section 504. Contact Mr. Marano at 97 Yawpo Avenue, Oakland, NJ 07436, (201)-337-0100, ext. 3330, for additional information.

**American Disability Act**

For information contact Beverly MacKay, Superintendent of Schools - 201-416-8100 ext. 3801, 131 Yawpo Avenue, Oakland, NJ 07436

*The Ramapo Indian Hills High School District is committed to offering an educational program based on Equal Education Opportunity. Male and female students are strongly encouraged to carefully consider participation in any elective course in the respective disciplines.*

## DUAL ENROLLMENT

The Ramapo Indian Hills High School District has partnered with Bergen Community College and Fairleigh Dickinson University to offer students the opportunity to earn college credits in approved dual enrollment courses. In addition, the District has initiated a partnership with Syracuse University with the intention of offering dual enrollment through the Syracuse University Project Advance program during the 2016-2017 school year. The following is a listing of courses that are anticipated for dual enrollment during the 2016-2017 school year:

Dual Enrollment through Bergen Community College:

Drawing II, Graphics II, Culinary Gourmet / Real World Cooking, Child Development, Computer Science, French 4 H, Italian 4 H, Spanish 4 H, Environmental Science, Horticulture

Dual Enrollment through Fairleigh Dickinson University:

English 4 FDU, US History II FDU

Dual Enrollment through Syracuse University Project Advance:

Introduction to Creative Writing (WRT114), Gender and Literary Texts (ETS192), Science Research 1 (URP 150)

Syracuse University Project Advance is a cooperative program that has been initiated between Syracuse University and Ramapo Indian Hills Regional High School District that allows high school students to enroll in Syracuse University courses. Teachers who are also adjunct SU instructors teach these classes in the high school, and they follow the curriculum and guidelines established by the University. The Project Advance program enables high school students to gauge their ability to do college work prior to full-time college study. Upon successful completion of a Syracuse University course, students are awarded SU transcripts that record credits earned. These credits are transferable to hundreds of colleges and universities nationwide. **PLEASE NOTE THAT THERE IS A PER-CREDIT TUITION CHARGE ASSOCIATED WITH SU COURSES**, although this charge is significantly discounted and financial aid is available to eligible students. There is an array of courses designed for those students who are capable of doing college-level work while still in high school. Students who take the course, but not for college credit, will have their transcripts reflect a non-SUPA course title.

Please reference the [Dual Enrollment](#) webpage for additional information regarding the District's dual enrollment partnerships.



# **PATHWAYS**

## **TO SUCCESS**

### **WHAT IS PATHWAYS...**

The Ramapo Indian Hills Pathways Program will allow students to pursue themed electives providing a rich background in a particular area of study. This flexible approach to scheduling will create opportunities for students to complete a particular “Pathway” in one of seven areas. This program, while completely optional, will give interested students the chance to demonstrate commitment to an area of study in greater depth than the traditional program. The Pathways Program is an exciting avenue for students to pursue an area of interest while, at the same time, take elective offerings in various departments.

### **THEMED ELECTIVES FOR COLLEGE AND CAREER READINESS...**

- Provide focus in a specific area of study
- Allow for a variety of electives while providing a themed approach
- Demonstrate a commitment to an interest area
- Exhibit quality of depth of knowledge in selected Pathway

### **WHAT THEMES ARE A PART OF PATHWAYS...**

- School of Art
- School of Applied Consumer Sciences
- School of Business and Computer Science
- School of Communications (Ramapo)
- School of English
- School of Information Technology and Cyber Security (Indian Hills)
- School of Music
- School of Theatre

## WHAT IS REQUIRED IN PATHWAYS...

- Complete a minimum of four courses within the focus area.
- Complete a minimum of one additional course, either in the focus Pathway or one of the Interdisciplinary courses.
- Complete a minimum of 20 credits, including the four Pathways and one Interdisciplinary / Pathways course.
- Pathways may include a required course/experience.
- Senior Capstone Projects will be developed during the 2014-15 and 2015-16 school years to provide “real world” experiences for students when they reach Grade 12.
- More than 5 elective courses may need to be taken if the credits do not equal 20 or more.
- For each individual student’s themed Pathways area, his/her transcript will include the statement (example):

**“Successful Completion - School of Art”**

Themed Pathways will include the following courses:

<b>ART</b>	<b>Credits</b>
<b>Drawing I*</b>	2.5
Drawing II	2.5
Painting I	2.5
Painting II	2.5
Sculpture & Ceramics I	2.5
Sculpture & Ceramics II	2.5
Graphic Design I	2.5
Graphic Design II	2.5
Advanced Studio Art	5
AP Art 2D	10
AP Art 3D	10
AP Art Drawing	10

<b>BUSINESS / COMPUTER SCIENCE</b>	<b>Credits</b>
Contemporary Business Tech.	2.5
App. Development/I-Apps.	2.5
Accounting 1	5
Accounting 2	5
Computer Anatomy	2.5
Technology Lab	2.5
Business Continuity & Mgmt.	2.5
Business Principles & Mgmt.	5
Marketing	5
Multimedia	2.5
AP Statistics	5
Computer Science	5
AP Computer Science 1	5
AP Computer Science Principles	5

\* Required

<b>APPLIED CONSUMER SCIENCES</b>	<b>Credits</b>
Applied Technology and Design	2.5
At Home with Technology	2.5
Computer Aided Design (CAD)	2.5
Architecture and Design 1	2.5
Architecture and Design 2	2.5
Architectural Modeling	2.5
Innovation and Design	2.5
Power and Energy	2.5
Wood Processing 1	2.5
Wood Processing 2	2.5
Independent Study	2.5
Bergen Technical Ed. (Paramus)	15
Structured Learning Exp. (S.L.E.)	10
Child Development	5.0
Fashion & Technology 1	2.5
Fashion & Technology 2	2.5
Fashion & Technology 3	2.5
Fashion & Technology 4	2.5
Contemporary Foods	2.5
Global Foods	2.5
The Culinary Gourmet	2.5
Real World Cooking	2.5
Horticulture	5
Contemporary Business Tech.	2.5
<b>COMMUNICATIONS</b>	<b>Credits</b>
<b>Audio &amp; Film Editing*</b>	5
TV Studio Production	5
Script Writing	2.5
Visual Literacy	2.5
Senior Capstone	2.5

<b>ENGLISH</b>	<b>Credits</b>
Public Speaking	2.5
Communications	2.5
Journalism	2.5
Drama	2.5
Writer's Workshop	2.5
AP English 4	5
Film as Literature	2.5
Sports and Literature	2.5
Dystopian Literature	2.5
Myth and Culture	2.5
The Imaginative World of Science Fiction	2.5
English Seminar	2.5
Humanities: Heroes, Heroines, Nature, and Conflict	2.5
Writing Culture: Intro to Creative Nonfiction	5
Gender and Literacy Texts	5

<b>INFO TECH AND CYBER SECURITY</b>	<b>Credits</b>
<b>Computer Anatomy *</b>	2.5
<b>Technology Lab *</b>	2.5
Business Continuity and Mgmt.	2.5
Interactive Media	5
Web Design	5
Crisis Communication Lab (Capstone) (2017-2018)	2.5
AP Computer Science Principles	5

<b>MUSIC</b>	<b>Credits</b>
Chamber Choir	2.5/5
Concert Choir	2.5/5
Symphonic Band	2.5/5
Wind Ensemble	2.5/5
Music Theory	5
AP Music Theory	5
String Orchestra	2.5/5
Pop & Rock: Intro to Music	5
Honors Choir	5
Honors Band	5
Honors String Orchestra	5

<b>THEATRE</b>	<b>Credits</b>
<b>Theatre Production *</b>	2.5
Musical Theatre	2.5
Stage Movement / Dance	2.5
Acting Lab	5
Senior Capstone (2017-2018)	2.5
Choreography	2.5
Script Writing	2.5
Visual Literacy	2.5

\*Required

## INTERDISCIPLINARY ELECTIVES

<u>Course Name</u>	<u>Credits</u>	<u>Course Name</u>	<u>Credits</u>
Applied Technology and Design	2.5	Computer Anatomy	2.5
At Home with Technology	2.5	Humanities	2.5
Computer Aided Design (CAD)	2.5	Writer's Workshop	2.5
Architecture and Design 1, 2	2.5	Journalism	2.5
Architectural Modeling	2.5	Public Speaking	2.5
Innovation and Design	2.5	Communications	2.5
Power and Energy	2.5	Script Writing	2.5
Wood Processing 1, 2	2.5	Audio & Film Editing	5
Bergen Technical Education	15	Stage Movement / Dance	2.5
Structured Learning Exp. (S.L.E.)	10	Drama	2.5
Independent Study	2.5	Theatre Production	2.5
Drawing I, II	2.5	Anthropology	5
Painting I, II	2.5	Economics	5
Sculpture & Ceramics I, II	2.5	AP Economics	5
Graphic Design I, II	2.5	Geography	5
Advanced Studio Art	5	Law and Human Rights	5
AP Studio Art	10	AP Modern European History	5
Child Development	5	Psychology	5
Fashion & Technology 1, 2, 3, 4	2.5	AP Psychology	5
Contemporary Foods	2.5	Sociology	5
Global Foods	2.5	Chamber Choir	2.5/5
The Culinary Gourmet	2.5	Concert Choir	2.5/5
Real World Cooking	2.5	Symphonic Band	2.5/5
Contemporary Business Tech.	2.5	Wind Ensemble	2.5/5
Application Development/I-App.	2.5	Music Theory	5
AP Computer Science	5	AP Music Theory	5
Honors Computer Science	5	String Orchestra	2.5/5
AP Computer Science Principles	5	Pop & Rock: Intro to Music	5
Accounting 1, 2	5	Honors Choir	5
Business Continuity & Mgmt.	2.5	Honors Band	5
Business Principles & Mgmt.	5	Honors String Orchestra	5
Multimedia	2.5	Horticulture	5
Technology Lab	2.5	Marine Syst./Oceanography	5

## **APPLIED TECHNOLOGY DEPARTMENT**

### **APPLIED TECHNOLOGY AND DESIGN CP**

This course is designed to challenge students through the use of Technology Learning. Activities (TLA's) using the 9-step designing loop, as well as developing basic skills in the use of small hand tools and limited power machinery. Students are encouraged to develop critical thinking skills through problem-solving activities. Safety is stressed in the school, as well as at home and work.

### **ARCHITECTURE AND DESIGN 1 CP**

The college-bound student planning to study architecture needs to understand the design techniques and language that is necessary to enter the field of architecture. The industrial or trade worker needs a basic knowledge of drafting to learn how to read blueprints, to estimate cost, and to follow working instructions from blueprints. He/she must become proficient in on-the-job sketching, as well as in instrument drawing. A vacation home is designed using AutoCAD for floor plans, elevations and wall sections. A simple three-dimensional model is built of the final design. Students will be prepared to further explore their architectural skills and knowledge as they continue in the Architecture and Design 2 course.

***Prerequisite for Architecture and Design 1 is CAD***

### **ARCHITECTURE AND DESIGN 2 CP**

This course provides the students with the opportunity to study Architecture in both the commercial and residential setting. Students are challenged through more advanced design challenges in both AutoCAD, and 3 dimensional models.

***Prerequisite: Architecture and Design 1.***

### **ARCHITECTURAL MODELING CP**

This course is designed for the advanced Architecture student, with an emphasis on the design to model process. Advanced AutoCAD 3-D skills and AutoCAD Architecture Programs are used to develop creative design challenges. Architecture and product modeling skills are developed.

***Prerequisite: Architecture and Design 1 & 2.***

### **AT HOME WITH TECHNOLOGY CP**

This course emphasizes the study of how technology has entered our home and affects how we maintain it. Units such as house construction, plumbing, electrical, masonry, and carpentry will be covered. Students will have the opportunity to study energy efficient, computerized heating and air conditioning systems. The students will also be introduced to computer programs dealing with how things work. This course will assist students in making intelligent decisions concerning consumer awareness in the home.

### **COMPUTER AIDED DESIGN (CAD) CP**

CAD is offered to those students who are interested in following engineering, architectural, or technical careers. Students will be introduced to Computer Aided Design (CAD), sketching, and basic technical drawing skills. Students will also use problem-solving skills to develop creative solutions to design problems. There is an opportunity for students to design and build a prototype model.

### **INDEPENDENT STUDY CP**

Independent study is for the student interested in pursuing further knowledge in the Applied Technology Department at a level exceeding the current courses. To enroll in Independent Study the student must make arrangements with the cooperating teacher of the specified area.

***Prerequisite: Must be a senior and permission from the teacher***

### **INNOVATION AND DESIGN CP**

This course will emphasize the process of inventing solutions to problems and the application of design and problem-solving processes to technological problems. Students will work within specific thematic areas and will research, develop, and fabricate solutions to technological problems.

### **POWER AND ENERGY CP**

Students will gain technological literacy regarding power and energy as it relates to transportation systems. Students will work on design and problem solving activities related to types of power and energy, the past history of these future systems, and environmental impact. Careers will be explored relating to power and energy.

### **STRUCTURED LEARNING EXPERIENCE (S.L.E.)**

The S.L.E. Program is offered to eleventh and twelfth grade students interested in entering skilled career occupations. The program covers the industrial and trade areas, home economics, and medical fields. Some examples of specific career training positions held by students are machinist, toolmaker, carpenter, electrical and auto mechanic apprentices, welder, cook, baker, tailor, upholsterer, dental assistant, and medical lab technician.

Local industry and the business community team up with the school to offer on-the-job skill training in the afternoon. All S.L.E. students attend a career information class each day. The coordinator who also supervises the students on the job conducts this class. Some of the areas covered in this class are: safety; how to look for a job; interviews; how to be successful on the job; job attitudes; self-analysis of strengths and weaknesses; time-study techniques; and post high school education and training.

### **WOOD PROCESSING TECHNOLOGY 1 CP**

The course is designed to increase the skills in the use of hand tools and power machinery, which relate to woodworking processes. One such component of these processes is the development of stagecraft skills in set construction for stage productions at the school. The course also offers the opportunity to enhance the development of lifelong skills.

### **WOOD PROCESSING TECHNOLOGY 2 CP**

The course is designed to enhance the student's wood processing skills developed in Wood Processing 1 through creative projects and assignments. Students will be reminded and further instructed in the safe use of hand and power tools, the characteristics of various wood materials, assembly techniques, joinery design, and finishing procedures. Emphasis is placed on the development of knowledge, useful throughout their lifetime.

***Prerequisite: Wood Processing Technology 1***

## **ART DEPARTMENT**

### **DRAWING I CP**

The Drawing I course focuses on the practices and applications of basic drawing principles and techniques in order to build students' drawing skills. Students will be introduced to the elements and principles of design, aesthetic awareness, and art appreciation. A wide variety of drawing media such as graphite, charcoal, ink, markers, colored pastels, and/or colored pencil will be explored through a multitude of real and inventive subject matter. Students will be prepared to further explore their artistic expression as they continue in the art program. Students in Drawing I may be required to keep a sketchbook, which will increase their ability to convey a clear vision of their designs.

### **DRAWING II CP**

The Drawing II course focuses on developing an in-depth proficiency of various drawing techniques, methods, and materials. Building upon knowledge and ability gained from Drawing I, Drawing II is designed to be a continued exploration of drawing techniques, concepts, and various mediums. Students with a strong interest in drawing can expect to work on a range of assignments, both from observation and their own ideas in order to advance their drawing skills and abilities while increasing creative thought. Students in Drawing II will continue to build on their drawing skills and may be required to keep a sketchbook, which will increase their ability to convey a clear vision of their designs.

*Prerequisite: Drawing I*

### **PAINTING I CP**

The Painting I course focuses on an introduction to painting as a means of artistic communication by using various materials such as acrylic, watercolor, and tempera paint. Students will develop an understanding of the core elements and principles of design, as well as painting techniques such as paint application, brush techniques, canvas construction, washes, and/or glazing. They will build and expand their abilities and creativity through a variety of projects working from life and their own original ideas. They will be prepared to further explore their artistic expression as they continue in the art program. Drawing and sketching is the foundation and basis of all art domains. Students in Painting I will be introduced to basic drawing skills and may be required to keep a sketchbook, which will increase their ability to convey a clear vision of their designs.

### **PAINTING II CP**

The Painting II course focuses on developing an in-depth proficiency of various painting techniques, methods, and materials. Building upon knowledge and ability gained from Painting I, Painting II is designed to be a continued exploration of painting techniques, concepts, and various mediums. Students with a strong interest in painting can expect to work on a range of assignments, both from observation and their own ideas in order to advance their painting skills and abilities while increasing creative thought. Students in Painting II will continue to build on their drawing skills and may be required to keep a sketchbook, which will increase their ability to convey a clear vision of their designs.

*Prerequisite: Painting I*



## **SCULPTURE & CERAMICS I CP**

The Sculpture and Ceramics course is designed to provide the student with experience in the creation of three-dimensional art using various techniques such as carving, modeling, casting, and/or construction. Through multiple projects and activities, students will utilize a variety of traditional and non-traditional materials, which may include clay, wood, metals, plaster, found objects, paper-mache, and stone. They will understand the core elements and principles of design and how they apply to three-dimensional art. Students will be prepared to continue in the art program and further explore and expand their abilities and creativity in three-dimensional art. Drawing and sketching is the foundation and basis of all art domains. Students in Sculpture and Ceramics I will be introduced to basic drawing skills and may be required to keep a sketchbook, which will enhance their ability to convey a clear vision of their designs.

## **SCULPTURE & CERAMICS II CP**

The Sculpture and Ceramics II course focuses on developing an in-depth proficiency of various techniques, methods, and materials used in creating three-dimensional works of art. Students will explore and develop their personal style while building on the skills developed in Sculpture and Ceramics I. Students with a strong interest in Sculpture and Ceramics will work more independently while focusing on channeling their own artistic voices through their art. Drawing is the foundation for all areas of art. Students in Sculpture and Ceramics II will continue to build on their drawing skills and may be required to keep a sketchbook, which will enhance their ability to convey a clear vision of their designs.

*Prerequisite: Sculpture and Ceramics I*

## **GRAPHIC DESIGN I CP**

Students are given a foundation in the principles and elements of design, and an introduction to the concepts, professional terminology, and skills of a graphic artist. Students apply design theory to solve graphic design challenges such as logo design, magazine/book layout, photo manipulation, editorial illustration, labels, package design, posters, brochures, advertising design, greeting cards, and corporate image design. Drawing and sketching is the foundation and basis of all art domains. Students in Graphic Design I will be introduced to basic drawing skills and may be required to keep a sketchbook, which will enhance their ability to convey a clear vision of their designs.

## **GRAPHIC DESIGN II CP**

In the Graphic Design II course, students will be given a review of the basic concepts covered in Graphic Design I, including the principles and elements of design, and a project based review of the Adobe Photoshop software. Throughout the duration of the course, students will build and expand their abilities, talents, and creativity while problem solving and executing assignments encountered by professionals in the field. Students will pursue an in-depth knowledge of graphic design, and use of industry specific design software will be developed throughout the course. The students will apply design theory to solve advanced graphic design challenges such as magazine layout, information design, package design and advertising. Students in Graphic Design 2 will continue to utilize basic drawing skills and may be required to keep a sketchbook, which will enhance their ability to convey a clear vision of their designs.

*Prerequisite: Graphic Design I*

### **ADVANCED STUDIO ART H**

This course gives students the opportunity to develop and refine his or her current art portfolio. Students will also be able to create artwork that expresses their individual uniqueness, vision, and imagination. Students will explore develop, and advance their creative and visual voice, while budgeting their time. They will also experiment with materials while exploring their particular areas of interests in the fine arts.

***Prerequisite: This course requires the completion of at least three art classes. Drawing is the basis for all Art. Drawing I is highly recommended for any students wishing to continue with Art in college.***

### **ADVANCED PLACEMENT STUDIO ART**

The Advanced Placement Studio Art course is offered to students who wish to pursue advanced college level work in studio art. Students will produce work for the AP Studio Art Portfolio in May. Students will choose to work on one of the following three AP portfolios: Drawing, 2-D, and 3-D.

***Prerequisite: This course requires the completion of at least three art classes...Drawing I and any second level class with a portfolio review, and a signed Art teacher recommendation.***

## **BUSINESS DEPARTMENT**

### **ACCOUNTING 1 CPE**

Accounting 1 is valuable on a business and personal level and is available to tenth, eleventh, and twelfth grade students. This course would be beneficial to all students, and is especially recommended for students who intend to pursue business coursework in college. Specific course content includes emphasis on analyzing and recording business transactions to determine the financial position of a business. In addition, financial statements will be both prepared and interpreted. Curriculum activities are enhanced through guest speakers who focus on careers and opportunities in the business field. Throughout the course, technology will be integrated with appropriate accounting applications on the computer.

### **ACCOUNTING 2 CPE**

The growing field of accounting offers many career opportunities in the business world, which are investigated through guest speakers, research activities, and independent projects. Accounting 2 enhances the coursework introduced in Accounting 1 and is focused on advanced accounting theory. Students will be able to apply accounting to real-world applications. This course applies accounting theory with an emphasis on analysis of financial statements, preparation of payroll records, and the introduction of partnership and corporate accounting.

*Prerequisite: Accounting 1*

### **APPLICATION DEVELOPMENT / I-APPS CP**

The course reflects the shift of consumers and business people who recognize that mobile applications help users streamline and organize their lives with the touch of a screen. Apps can provide a wide range of services from educational to informational, and social to recreational, helping users navigate their lives, as well as their surroundings. Do you love “Angry Birds” or “Candy Crush?” Then focus on learning to develop applications or “Apps” for personal use, and/or creating simple games for tablets, laptops, or handheld devices. Additionally, students will explore the “I” applications, ie, iMovie, etc. Integration of the applications is essential to the courses. Projects will be developed based on student interest.

### **BUSINESS CONTINUITY & MANAGEMENT CP**

This course includes a set of planning, preparatory, and related activities which are intended to ensure that an organization’s critical business functions will continue to operate, despite serious incidents or disasters. Topics included in this course are the following: Cyber security as it relates to safeguarding intellectual property, financial information, and the company’s reputation; a survey of various business organizations and management controls, an overview of international business, entrepreneurship, and the role of government in business. Relevant and meaningful case studies will be introduced accordingly.

### **BUSINESS PRINCIPLES & MANAGEMENT CPE**

Business dominates the economic pace of a nation and governs our everyday lives. Business Principles and Management is an innovative course that prepares students to be successful in future professional personal endeavors. It is also for those students who wish to pursue business in college.

In addition, this course will keep students informed of the constant changes in the business environment that occur in today's world. Specific course content includes: business organization, business ethics, entrepreneurship, management, marketing, finance, human resources, investing, and career choices. The study of business law as related to contracts and the rights and responsibilities of the individual is an integral part of the course.

### **COMPUTER ANATOMY CP**

In this course, students will learn about the two different components of a computer or "machine;" the hardware and the software. Students will explore the hardware components that make the computer work and run the computer. The students will learn how the software interacts with the hardware.

### **CONTEMPORARY BUSINESS TECHNOLOGY CP**

This course focuses on preparing high school and business students for the 21<sup>st</sup> Century world. Advanced functions in the MS Office Suite will be used to create a digital portfolio, as well as a traditional resume suitable for college applications and employment. Career Planning and Interviewing Skills will be highlighted, with mock interviews led by staff members. Internet Safety and Digital Citizenship will also be explored.

### **FINANCIAL LITERACY CP**

In this course, students will develop skills and strategies that promote personal and financial planning, savings, investment, and charitable giving in the global economy. Financial literacy includes the application of knowledge, skills, and ethical values in consumer and financial decisions impacting self and family and the local and global community. The curriculum topics include: income and careers, money management, credit and debt management, planning, saving and investing, critical consumerism, citizen financial responsibility, and risk management and insurance. This course is a graduation requirement, usually offered sophomore year. Earlier classes may take it as an elective. For UP/ISB students, this graduation requirement will be satisfied with Global Financial Markets.

### **INTERACTIVE MEDIA CPE**

Through the use of various multimedia files, students will learn to animate and edit images, videos, and audio content to produce professional appearing products. Students will utilize the Photoshop application for image editing and will use the appropriate tools and software packages for animation, including the respective coding languages. Other applications may also be used through the class. The students will create several projects increasing sophistication during the course of the year.

**Prerequisite: Algebra I**

### **MARKETING CPE**

Marketing surrounds us every day; however, there is more to marketing than meets the consumers' eye. This course is designed to investigate and apply traditional marketing concepts to real world situations. Using a hands-on and project-oriented approach, students apply marketing principles to a variety of situations to understand how marketing decisions function in the business world. The abilities developed in this course serve a myriad of purposes, including understanding business decisions, developing strong interpersonal skills, and honing effective communication aptitude. This course is ideal for students to pursue leadership positions in school, college, and professional life. The skills practiced in this class can contribute meaningfully to participation in DECA (Distributive Education Clubs of America), an Association of Business and Marketing Students and an extracurricular club that involves an internationally recognized marketing competition.

### **MULTIMEDIA CP**

Through the use of various multimedia files, students will learn to animate and edit images, videos, and audio content to produce professional appearing products. Students will utilize the Photoshop application for image editing and will use Adobe Flash for animation. Additionally, by using an audio editing program such as Garage Band, they will incorporate audio clips into their animations. Other applications may also be used throughout the class. The students will create several projects, with increasing sophistication during the course of the year.

### **TECHNOLOGY LAB CP**

In this course, the students will become proficient in two photo editing programs; iPhoto and Photoshop. They will also become skilled with different productivity programs such as the Microsoft Office Suite.

### **WEB DESIGN CPE**

Students will explore the topic of programming for the web using scripting languages. The languages will be selected from those, which are current. Emphasis will be on designing and implementing web pages using the modern scripting languages. This is a project-orientated course and students are expected to design and de-bug web pages. The course will also include a unit on programming in C#.

**Prerequisite: Algebra I**

## ENGLISH DEPARTMENT

The basic focus of the English program is the development of communication skills, particularly the skills of effective reading, writing, speaking and listening, on both the practical and the aesthetic levels. Organized sequentially, instruction in reading develops comprehension and interpretation skills, as well as the ability to recognize and respond to different forms of reading texts; instruction in writing focuses on the ability to express ideas coherently; instruction in speaking provides opportunity to master presentation skills; and instruction in listening enables students to practice careful, open-minded receptivity to the thoughts and insights of others, in addition to the practical listening skills needed for effective note taking. The English program is organized thematically by grade level, as each yearly course is designed around a central unifying concept or idea.

*All required English courses are grouped into AP/Honors, College Prep Enhanced, and College Prep categories. Movement from an English 1 or 2 CPE course to an English 2 H or 3 AP Honors course will be considered for students who have earned an A average over the four marking periods. Teacher recommendation and the writing of a special assessment essay may also be required.*

- The **Honors** grouping provides the necessary background for those students who wish maximum challenge, who demonstrate superior ability, and who have developed personal and time-management skills that allow them to maintain focus and to meet multiple deadlines. The Honors grouping in freshman and sophomore years is part of a sequence that leads to the junior and senior year AP curriculum in English.
- The **College Prep Enhanced** grouping is designed to meet the needs of students who desire a strong background in skills and subject matter rigor.
- The **College Prep** grouping is designed to meet the needs of students who are preparing for college or a career and are seeking more guidance than is given at the CPE level.

### ENGLISH 1 H, CPE, CP

The English 1 program is a required course that provides the foundation for success in all areas of the language arts and at all ability levels. Focusing on the theme of “identity,” students will read and respond to a variety of texts, including short stories, novels, drama, and poetry, as well as to a variety of non-fiction essays taken from both departmental collections and from contemporary newspapers and magazines. As they work with these materials, students will make thematic connections while learning and practicing analytic and critical reading skills. Students will learn and engage in all stages of the writing process, including prewriting, drafting, revising, and editing. In so doing, they will recognize and practice the strategies and skills of content development, organization, and mechanical construction that are the building blocks of effective written communication. To monitor their growth, students will maintain writing portfolios of all compositions, along with periodic reflections of their writing strengths and weaknesses. As part of their experience in English 1, students will also engage in vocabulary development through exercises in word recognition, understanding new words in context, and review of roots, prefixes and suffixes; speech development through activities of oral presentation and speeches; and study skill development through an emphasis on note-taking and listening strategies. They will also apply the research process to a variety of assignments, each requiring the student to effectively find, evaluate, and use both electronic and paper-based sources. Central to all of the above, students will learn and apply the skills of critical reading, problem solving, decision-making, and self-managing that will support their success in the English program.

## **ENGLISH 2 H, CPE, CP**

The English 2 program, at all ability levels, continues the sequential development of the skills essential for effective verbal and written communication. Examining the theme of “the individual’s role in society,” students will read and respond to a variety of texts, including short stories, novels, drama, and poetry, as well as to a variety of non-fiction essays taken from both departmental collections and from contemporary newspapers and magazines. As they work with these materials, students will continue to develop analytic and critical reading skills while making thematic connections. Students will continue to engage in all stages of the writing process, including prewriting, drafting, revising, and editing, as they expand and refine the techniques of content development, organization, and mechanical construction essential for effective written communication.

To monitor their development as writers, students will maintain writing portfolios of all compositions, along with periodic reflections of their writing strengths and weaknesses. Students will apply the research process to a research assignment focused on a social problem, condition, or controversy in their community or in the larger society. In so doing, they will find, evaluate, and use a variety of sources, including paper-based resources, online and electronic databases, and personal interviews.

***Prerequisite: English 1***

## **ADVANCED PLACEMENT ENGLISH 3**

The Advanced Placement (AP) curriculum in English Language and Composition engages students in the process of becoming skilled writers who compose for a variety of purposes. Organized around the “American Experience,” students engage in extensive reading and writing exercises relative to this theme, as they examine the intricate relationships between a writer’s purpose, audience, subject, and use of rhetorical conventions. The course is designed to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. In this course, students develop their own process of composition: the way they explore ideas, reconsider strategies, and revise their work. The course assumes that students already understand and demonstrate mastery in the use of Standard English.

Accordingly, this program is designed to foster stylistic maturity by emphasizing a more intensive awareness of sentence structure, voice, and diction. Students will examine challenging texts and engage in a variety of compositional activities ranging from the expository, analytic, and argumentative forms of academic and professional communication to the personal and reflective forms, fostering the development of writing skills in any context.

***Prerequisite: English 2 H***

## **ENGLISH 3 CPE, CP**

The English 3 program continues the sequential development of the skills essential for effective verbal and written communication. Organized around the theme of the “American Experience,” students will read and respond to selections of American literature ranging from the Colonial Period to the 21st Century, while exploring common themes, concepts, and conflicts that help define what it means to be “American.” Students will continue to develop their proficiency in effective written communication through a review of the structural components of composition and an increased attention on the elements of a writing style. They will continue to monitor their growth through the maintenance of writing portfolios, along with periodic reflections of their writing strengths and weaknesses. Students will apply the research process to a research assignment focused on an issue that is distinctly “American” or that, although found in other cultures, has a distinctly American

“flavor” to it. Students will continue to prepare speech, debate, panel discussion, and electronic/visual presentations as appropriate to the subject matter. Vocabulary study will also continue to enhance college readiness and to prepare students for standardized tests.

***Prerequisite: English 2***

### **AMERICAN STUDIES CPE**

American Studies is a combined offering of the eleventh grade required courses in United States History 2 CPE and English 3 CPE. The course, taught by teachers from both the Social Studies and the English departments, is scheduled for two periods each day. Students who elect to take the American Studies program receive separate grades and five credits from each department.

The American Studies course is interdisciplinary in nature and takes a thematic approach to seeking connections between the American past and present. The study of literature and art brings life and humanity to the historical investigation, while chronology and historical fact give perspective to human experience. Class work is offered in individual, small group, and whole-class investigations into what it means to be an “American.” Emphasis is placed on close critical analysis of original as well as analytic texts, along with an examination of the music, art, and other expressions of American culture.

Students are expected to write frequently in responsive, analytical and persuasive modes, and to complete a research paper on a theme appropriate to the focus of the course. Critical thinking and problem solving is key to success in this course. Writing portfolios are maintained to record student growth and to provide the opportunity for reflection and goal setting.

### **ADVANCED PLACEMENT ENGLISH 4**

The Advanced Placement English 4 course, English Literature and Composition, is the equivalent of a full-year college freshman English course. It is offered to students who desire to pursue advanced, college-level studies in English while still in secondary school and who wish to prepare to take the Advanced Placement English Examination in May of their senior year. Successful achievement on the examination may qualify a student for exemption from college English, for college credit, or for advanced standing at college.

The AP English 4 course engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students will expand their understanding of the way writers use language to provide both meaning and pleasure for their readers. Intensive study and analysis of traditional and contemporary novels, short stories, dramas, poetry, and essays from the sixteenth to the twentieth century are meant to challenge the student while developing the highest level of reading, analytical, and interpretive skills.

Students will consider a work’s literary, artistic, social, and historical values, along with language and textual details. Students will be expected to read extensively, and to make the connections that reveal a curious, alert mind coming to grips with the complexity and variety of human existence. Writing assignments are varied, focusing on the critical analysis of literature, and include expository, analytical, and persuasive essays. Emphasis in instruction is intended to help students develop stylistic maturity and to find and recognize their own voice as thinkers and writers. Students are expected to contribute regularly to all class discussion in a seminar format, to complete all class



assignments fully and conscientiously, and to maintain the pace of regular independent readings. Students are expected to take the English Literature and Composition AP exam at course's end.

***Prerequisite: AP English 3***

### **ENGLISH 4 CPE, CP**

The English 4 program emphasizes the need for students to maintain their developed proficiencies in verbal and written communication and also to experiment with the various forms of communication necessary in the twenty-first century. Focusing on the themes of “decisions, choices, and consequences,” students will study a variety of literary forms, such as nonfiction, drama, the novel, and poetry, as well as forms of other media, including music and film.

Students will extend their proficiency in writing as they engage in personal, analytic, and persuasive composition exercises. Students will also continue to maintain writing folders by which they can monitor their growth and development as writers.

Students will also complete a senior research activity, which may combine literary analysis with original investigation of a topic relevant to the theme of the year. As seniors, students are expected to seek and utilize a variety of sources as part of their inquiry.

As students continue to refine their skills in all modes of communication, English 4 is designed to prepare students for success both in college and in the work/career world.

***Prerequisite: English 3***

### **WRITING CULTURE: INTRO TO CREATIVE NONFICTION CPE (SUPA WRT 114)**

Introduction to Creative Writing focuses on the genre of creative nonfiction. Students explore varieties of creative nonfiction, such as memoir; biography; the personal essay; travel, science, and food writing; and “new journalism.” As its name suggests, creative nonfiction borrows elements from fiction and poetry (e.g., description, scene construction, dialogue, etc.) yet still aims to tell the truth. For a writer to “tell it slant,” however, is to acknowledge the ways in which one’s subjective viewpoint shapes what counts as “the truth” in telling a story about one’s own or another’s experiences. Students will have the opportunity to experiment with style, genre, and subject in a writing studio environment and to read varied examples of contemporary creative nonfiction (e.g., Michael Pollan’s *The Omnivore’s Dilemma*, Rebecca Skloot’s *The Immortal Life of Henrietta Lacks*, George Saunders’ *The Braindead Megaphone*, etc.). Students will craft and workshop their own creative nonfiction compositions. This course will run pending final approval with Syracuse University.

SUPA Credit: 3 Credits

***Prerequisite: English 3 CPE or AP English 3***

### **GENDER AND LITERARY TEXTS CPE (SUPA ETS-192)**

Gender & Literary Texts explores the construction and representation of ‘gender,’ especially as it affects the production and reception of literary and other cultural texts. The course foregrounds readers’ *interpretive* practices, i.e., how we read and make meaning in texts, particularly if we interpret them using the premise that gender is a social construct—rather than a natural, ahistorical “essence” that somehow “expresses” our true “selves.” To examine the ways in which literature participates in the social reproduction of gender, as well as the difference that gender makes in the production and reception of literary texts, students will practice extensive close reading, evidence-based analysis and argumentation, and independent- inquiry. Raising awareness of how meanings are created through acts of critical reading, students will thus learn to analyze the ways texts construct categories of difference, including differences of gender, race and social class. This course will run pending final approval with Syracuse University.

SUPA Credit: 3 Credits

***Prerequisite: English 3 CPE or AP English 3***

## **FAIRLEIGH DICKINSON UNIVERSITY “MIDDLE COLLEGE” PROGRAM**

A special section of English 4 CPE is aligned with Fairleigh Dickinson University’s “Middle College” program. Students selecting this section for their senior English curriculum will be further challenged by specialized readings and individualized writing assignments. Students in the Middle College program may earn three college credits by achieving at least a C or better grade and upon payment of a nominal fee to the college. The credits earned may be transferred to a wide range of cooperating colleges. **See your counselor to select the Fairleigh Dickinson University Middle College Program.**

***Prerequisite: English 3 CPE or AP English 3***

## **FILM AS LITERATURE – FROM TEXT TO FILM CPE**

This course uses the invaluable tool of film to help students interpret and evaluate literature and to promote media literacy. The class will highlight the process whereby written texts, including novels, drama and/or screenplays are translated from the written to the visual, and students will have an opportunity to appreciate the techniques employed in the evolution of film from concept to screen. Students will learn the vocabulary of film and employ this terminology to discuss the merit of films as works of literature to be studied using critical thinking skills and an understanding of the cultural and historical context.

***Prerequisite: English 3 CP or CPE***

## **SPORTS AND LITERATURE – A CULTURAL LOOKING GLASS CPE**

This course will ask students to examine the unique relationship between sports and society, the impact that sports have had on our society, and how our culture’s development is mirrored in athletics. Students will investigate the relationship through novels, non-fiction works, short stories, newspaper columns, and other media to gain an understand how these ideas are reflected through literature.

***Prerequisite: English 3 CP or CPE***

## **DYSTOPIAN LITERATURE – A WALK ON THE DARK SIDE CPE**

This course will encourage students to investigate dystopian themes in literature to explore how authors craft a range of dystopian visions to explore the themes of totalitarian regimes that restrict individual freedoms, post-apocalyptic worlds, and seemingly improved societies that mask jarring inequities. In studying a variety of dystopian novels, short stories, and film, students will identify and analyze how dystopian authors turn an inquisitive eye on their own societies.

***Prerequisite: English 3 CP or CPE***

## **MYTH AND CULTURE CPE**

This course will expose students to a global view of mythology and culture. Students will explore the universal qualities of humans’ search for meaning and understanding of the world in which they live. They will read and study Greek, Roman, Norse, Native American, Eastern, and modern mythologies, and examine universal archetypes as the means of connecting such a vast body of literature. In an effort to appreciate the unique qualities of each culture, students will analyze myth as a reflection of these societies and the qualities that they valued.

***Prerequisite: English 3 CP or CPE***

## **THE IMAGINATIVE WORLD OF SCIENCE FICTION CPE**

This course will provide students the opportunity to explore the genre of science fiction and analyze how the concepts introduced by writers of science fiction affect our understanding of modern life.

Students will also read non-fiction articles from current science magazines in order to juxtapose theory introduced in literature with modern advances and understandings in science.

***Prerequisite: English 3 CP or CPE***

### **ENGLISH SEMINAR CPE**

This course will focus on developing guided inquiry strategies, methods of research, and modes of presentation. Students will share a common experience in the study of texts, films, and readings through an increasing reliance on their own independent work. Students will be expected to complete guided independent research, write in a number of formats, and present their findings to the members of the seminar. As in the case in the conventional program, a priority will be placed on the development of communication skills and the application of the writing process, including prewriting, drafting, revising, and editing. The seminar format is distinctive in three major ways: 1) The seminar will increasingly rely on the independent work of the students to explore and analyze the literature and content that is being studied; 2) Students will be expected to collaborate with the teacher to set learning agendas for the class; 3) Because of the emphasis that will be placed on guided inquiry and independent research, a priority will be placed on using non-traditional assessments.

***Prerequisite: English 3 CP or CPE***

### **ENGLISH ELECTIVES:**

#### **ACTING LAB CPE**

This course is designed to provide students with the foundation to develop their craft as a performer. The course provides students with a safe environment in which they may experiment and explore a variety of acting techniques. Additionally, students will apply these techniques to the texts of select master modern and classic playwrights.

#### **AUDIO & FILM EDITING CPE**

This course is designed to teach students how to mix and edit audio using Pro Tools, as well as how to film and edit video footage using Final Cut. Lighting, filming techniques, recording, and mixing, as well as proper care for equipment will be taught and utilized throughout this project-based course.

#### **CHOREOGRAPHY CP**

From Martha Graham to Mia Michaels and Bach to Beyoncé, this is your chance to develop a unique style and create a choreographic masterpiece! Choreography is an introductory level composition class in which students will explore a variety of techniques for creating choreography. Basic, intermediate, and advanced compositional elements will be examined, as students seek to create innovative solos, duets, and group pieces that enhance individual expression. In addition to studying the styles of a diversity of master choreographers, students will develop a language to constructively and critically examine the work of professional choreographers, of their peers, and of their own.

#### **COMMUNICATIONS CP**

Communications is an introductory, experiential course in which students will study various forms of media, use available technology, and create individual and group projects to reveal their level of understanding. The students' process of understanding will involve critical thinking, problem solving, creative, technical and performing skills that form the basis of media theory, history, technology, industry and personal relationships. From their study and projects, students will develop a discerning and knowledgeable attitude toward media, develop proficiency in the use of each medium, and develop an understanding of the effects of media on themselves and on society.

## **DRAMA CP**

Drama is an introductory, experiential course in which students produce individual and group projects based on selected theater interests. Through these areas of interest, which may include play analysis, acting, basic designing of costumes, make-up, lighting, or scenery, play writing, and publicity/house management, students are encouraged to develop both their practical knowledge and aesthetic awareness of the creation process and of the principles involved in creating a tangible, artistic product: a play.

## **HUMANITIES: HEROES, HEROINES, NATURE, AND CONFLICT CP**

This humanities course is open to all seniors and juniors, and those sophomores who have received permission to take the course. The course is designed for students of all abilities and interests. The purpose of the course is to establish a community of inquiry as students examine four major inquiry questions: a) What is humankind's relationship with and attitude toward the natural environment? b) How do humans find and define the purpose of their existence? c) Are humans capable of peaceful resolution of conflict? and d) Are humans unique? These explorations are multi-disciplinary and will include inquiries into philosophy, literature, music, fine arts, psychology, and history. In addition, these topics will be presented through a global perspective of mankind, emphasizing multi-cultural and multi-ethnic experiences.

## **JOURNALISM CP**

Journalism is open to all grades levels and provides students with hands-on experience in writing for publication in print and electronic media. Areas of special interest include gathering and writing news, conducting and recording interviews, and crafting features, sports stories, and effective editorials. Students will examine the history of journalism and the role of journalistic reporting in society.

## **MUSICAL THEATRE CP**

This course examines the form, theory, history, and changing styles of the American book musical, which has dominated the Broadway stage for the past century. Students will learn and apply a variety of musical theatre performance techniques as they play a vital role in creating a successful production.

## **PHILOSOPHY OF KNOWLEDGE H (Indian Hills only)**

This honors level course is scheduled for all Grade 12 students in the **University Program**. The course will use the Ways of Knowing curriculum, which proposes that there are different ways of understanding nature and human behavior, as reflected in our different *University Programs*. The highest goals for the Ways of Knowing program is developing an inquiring spirit, maintaining a pattern of open-mindedness, and demonstrating a love for the pursuit of wisdom.

## **PUBLIC SPEAKING CP**

This is an experiential, 2.5 credit, survey course of various types of speaking situations. In their individual and group presentations, students will study speech composition and presentation techniques through the use of style, voice, articulation and physical presence. Additionally, students will focus on critical thinking, problem-solving and creative expression as the basis for their speech work. Students will also use various media to develop, prepare and present their speeches. The ultimate course goal is to promote the construction of meaning through the interaction and integration of speaker, topic and audience.

## **SCRIPT WRITING CP**

Using a balance of lecture, writing exercises, and work-shopping, Script Writing offers a safe and supportive environment for young writers of all levels to gain a firm grounding in the art and craft of writing for the stage and for screens of all sizes. In this course, students will master manuscript format, conflict, plot structure, characterization, dialogue, and finding their own voice through the writing process.

## **STAGE MOVEMENT / DANCE CP**

Stage Movement is a dance fundamentals class for any student interested in a variety of movement styles and approaches to dancing. Students will work together to improve dance skills including alignment, strength and flexibility. In addition, students will create original movement pieces enhancing creativity, and use dance as a means for expressive artistry.

Techniques include:

- Body Conditioning (including yoga, Pilates, and physio-ball technique)
- Ballet and Modern Dance
- Cultural Dance Forms
- Social Dance Styles

## **THEATRE PRODUCTION CP**

This course is designed to provide students with a “behind-the-scenes” look at today’s theatre. Students will have the opportunity to study various aspects of stagecraft and theatrical production, including theatre safety, stage management, set design and construction, lighting design, audio engineering, properties mastery, costuming, as well as stage makeup and hair design.

## **TV STUDIO PRODUCTION CPE**

The changes in broadcasting techniques have been dramatic with the advent of digital technology. This course allows students to learn the latest in digital editing, as well as the parameters for creating projects for broadcast. Students will utilize the TV studio to create and develop independent projects.

## **WRITER’S WORKSHOP (Creative Writing) CP**

Writer’s Workshop is a course designed for students of all levels of writing proficiency who want to further develop their writing skills. In a workshop environment, students progress at their own pace and receive feedback through individualized teacher conferencing and by engaging in peer and self-evaluation. Students use group discussion to analyze elements of effective writing and then apply these features to their own work. The course focuses on creative expression; the skills mastered easily transfer to academic class settings as student writing becomes more focused and descriptive in nature and the student writer develops an awareness of the role of language in communication.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

*ESL is open to any student based on language need.*

English for Speakers of Other Languages is an English course individualized to meet the unique needs of limited English proficient students. The course combines reading, writing, speaking, and listening instruction with an introduction to literature. Following comprehensive testing and a review of student achievement in all school courses, students may leave this course at the end of the first, second, or third marking periods to enter a regular English classroom. At the end of the school year, students who do not achieve sufficient English language proficiency are required to take a five credit English for Speakers of Other Languages course in the following year. They may also elect a 5 credit regular English course.

## **FAMILY & CONSUMER SCIENCE DEPARTMENT**

### **CHILD DEVELOPMENT CP**

Child Development involves the study of growth and behavior patterns and characteristics of early childhood. This program will provide career orientation that will benefit students planning a career in early childhood education or working in a childcare facility. **Students must complete and submit a pre-approval form, available in the Guidance Office, prior to registering for the class. Pre-approval is based upon attendance and discipline record.**

### **CONTEMPORARY FOODS CP**

The primary purpose of this course is to emphasize the basic principles of food preparation. The students will develop necessary skills through hands on experience while preparing a wide variety of dishes from various food groups.

### **GLOBAL FOODS CP**

Individual student satisfaction comes from experiencing how to plan, prepare, and serve complete and appealing meals. Students will become acquainted with various countries and cuisines while increasing their knowledge of food preparation.

***Prerequisite: Contemporary Foods***

### **THE CULINARY GOURMET CP**

Students will become acquainted with gourmet techniques of food preparation while gaining confidence in planning individual foods and complete meals for any occasion.

***Prerequisite: Global Foods***

### **REAL WORLD COOKING CP**

A hands-on culinary adventure offered to seniors ready to enter the real world of everyday cooking while preparing them for future independence.

### **FASHION & TECHNOLOGY 1 CP**

This course is designed to familiarize the student with basic principles of clothing construction, textiles and fabric care. It gives each student an opportunity to apply these principles in a laboratory situation. Construction of garments, home decorating items, and creative crafts are encouraged. No experience with the sewing machine is required.

### **FASHION & TECHNOLOGY 2 CP**

This course is designed to allow students to employ more advanced techniques in clothing construction. Opportunity is given for clothing construction designed for the individual figure.

***Prerequisite: Fashion & Technology 1***

### **FASHION & TECHNOLOGY 3 CP**

This course develops an appreciation for quality workmanship through construction of tailored garments. The student will utilize techniques for the handling of special fabrics in these garments.

***Prerequisite: Fashion & Technology 2***

### **FASHION & TECHNOLOGY 4 CP**

This course is designed to build a more complete analysis of clothing construction relating to the current fashion world and the students career choice. The course will make use of the principles of

fashion design through history as related to today's trends. Students who will be applying to a college fashion program may work on their portfolios during class.

***Prerequisite: Fashion & Technology 3***

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT

The Health and Physical Education program offers a wide range of coeducational and elective activities for our students, whenever facilities permit. Objectives of our program include promoting leadership, teamwork, and healthy behaviors. We strive to contribute to our student’s overall emotional, physical, and social development by providing a variety of invigorating, unique, and instructive learning opportunities to facilitate the development of individual fine motor, fitness, and interpersonal skills.

### PHYSICAL EDUCATION

Every student is required to have instruction in the regular class program, which includes individual and team sports, dance, body mechanics, and conditioning. Progression and evaluation in the teaching of various skills are included.

A Wellness Program, utilizing aerobic conditioning and strength training equipment, will be required of all students. The goal of this program is to encourage students to acquire the knowledge and skills necessary to develop and monitor their own personal fitness program. Our ultimate goal is to motivate all students to adopt a lifetime commitment to maintaining a healthy and active lifestyle.

The Health and Physical Education program also features a unique Team Challenge and Adventure unit designed to develop communication skills, cooperation, trust, and teamwork in all our students.

### PHYSICAL EDUCATION ACTIVITIES

Badminton Basketball Exercise to Music Floor Hockey Folk & Square Dance	Golf Indoor Soccer Lacrosse Paddleball Pickleball Pilates	Power Walking Scooter Games Soccer Softball Speedball	Step Aerobics Strength Training Table Tennis Team Challenge & Adventure Team Handball	Tennis Touch Football Ultimate Frisbee Volleyball Wellness Yoga
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### PHYSICAL EDUCATION ASSESSMENT – STUDENT EXPECTATIONS

- Change for class daily
- Be on time
- Participate to the best of your ability
- Respect the facilities, equipment, fellow classmates, and teachers

### PHYSICAL EDUCATION GRADING CRITERIA

Active participation is required to demonstrate learning in each of the criteria listed below.

**40% AFFECTIVE** - Includes character, cooperation, sportsmanship, interest, and conduct. Demonstrate personal and social responsibility on a daily basis.

**20% COGNITIVE** - Represents the knowledge of the rules, techniques, and skills of each activity. Demonstrates an understanding of rules, procedures, and techniques.

**20% PSYCHOMOTOR** - Psychomotor is the measurement of student skill performance growth that occurs during all movement related physical education activities.

**20% FITNESS** - An active, dynamic, and well-coordinated warm-up activity will be implemented daily and will be a critical component of the fitness grade.



## GRADING, ABSENCES, AND CREDIT:

### GRADING RUBRIC

- A - Performs at a **very high** level for the duration of the activity
- B - Performs at a **high level** for the duration of the activity
- C - Performs at a **moderate** level for the duration of the activity
- D - Performs at a **minimal** level for the duration of the activity.

### ABSENCES / MAKE-UPS / UNPREPARED:

- A. **Credit – No make-up required**, note from home required to main office (Personal Illness with Doctors note, Death in Family, Religious Observance, Driver’s Test, Court Appearance, College Visit)
- B. **Non-Credit – Any unexcused absence from school.**  
5 points will be deducted from the student’s final **unit grade** for each Non-Credit absence after the first Non-Credit absence is recorded.

During each PE activity unit, when allowable non-credit absence limit has been reached, students can make-up remaining non-credited absences for PE class. Make-up classes will be offered after school on predetermined days.

- C. **Unprepared - Student does not participate. Class cannot be made up.**  
**These points will be subtracted from the student’s grade:**
  - 1st unprepared (- 3 points)
  - 2nd unprepared (- 10 points)
  - 3rd unprepared (- 20 points)
  - 4th unprepared (- 30 points)
  - 5th unprepared (- 40 points)

## **PHYSICAL EDUCATION MEDICAL EXCUSE PROCEDURE**

All Physical Education students who have been medically excused by a doctor or the school Athletic Trainer are required to bring their medical note to the school nurse for verification. Once notification of the medical excuse has been finalized, the student will then either be assigned a Study Hall to complete Physical Education related written assignments or will remain with their assigned PE teacher/class to observe class activities.

Students who are excused for three weeks or more, or are put on a marking period, semester, or full year Medical Excuse will be precluded from observing PE class activities and will be assigned to a Study Hall to work on Physical Education related assignments.

All medically excused students will be responsible to complete classwork that will be assigned to them by their PE activity teacher. The extent, complexity, and type of assessment and/or assignments required will be coordinated and conveyed to the student by the activity teacher. The activity teacher will grade all assigned work and will enter the unit grade in Genesis.

## **HEALTH EDUCATION**

Health instruction is offered to all students throughout the four-year period. A four-year sequence of study is prescribed as follows:

Grade 9: Personal Health and Anti-Harassment Unit

Grade 10: Driver and Safety Education

Grade 11: Family Life Education

Grade 12: First Aid & CPR

Alcohol, tobacco, and narcotics units are taught every year. The junior health program offers a sequence dealing with Human Sexuality. Information concerning the educational materials used in this program is available by contacting the Health and Physical Education Department Supervisor at either high school. Students, whose parents find portions of this program objectionable, will be permitted an independent study option upon receipt of written request by the parent or student (if student is 18 years of age or over). A 1.25 course in Health Education is required for each student each year.

## MATHEMATICS DEPARTMENT

**The Mathematics Curriculum is aligned with the Common Core Standards and focuses on problem solving, critical thinking, and real world applications. The Mathematics Department will continue to revise the curriculum as standards and assessments evolve.**

### General Prerequisites for Honors and AP Courses:

*To remain in an Honors course in the next school year, the student must achieve a final grade of at least a 'B' and receive a positive teacher recommendation.*

*To move from a College Preparatory Enhanced to a Honors/AP course in the next school year, the student must achieve a final grade of 'A' and receive a positive teacher recommendation.*

### Recommended Calculators:

*Students in all Mathematics courses are strongly encouraged to have their own graphing calculator. The recommended calculators are Texas Instruments models TI 84 - TI 84 Plus, as these will be the calculators used by all of our math teachers in class. The use of these calculators is permitted on district, state, and national assessments including the PARCC, SAT, SAT Subject Tests, ACT and Advanced Placement exams. Students will be using these tools in class and for assignments. Further, they will be utilized in their science classes, as well. In addition to high school math and science courses, they will be appropriate for undergraduate math and science courses at the college level.*

*Any concerns or questions regarding this policy should be addressed to the building Supervisor of Mathematics.*

### Summer Course Policy:

*Given the high standards, pace, and content of our math curriculum, students are generally not encouraged to take summer courses in place of our year-long course offerings. However, a student who wishes to place out of a math course must have the summer course approved by the supervisor prior to registration. Further, the student is expected to earn at least a 'B' in the course. **Students should not take summer courses to satisfy prerequisites for our Honors and AP courses.** The supervisor reserves the right to administer an appropriate test before approving placement.*

## **INTEGRATED ALGEBRA AND GEOMETRY CP**

This course meets 7.5 periods per week and serves the needs of those ninth-grade students who are not fully prepared to succeed in Algebra. There will be an intensive review and extension of the basic skills; a preparation in the basics of Algebra and Geometry; and the re-enforcement of problem-solving skills.

## **ALGEBRA 1 CP**

This course meets 7.5 periods per week and is an introduction to algebra, including topics such as linear equations, systems of linear equations, families of functions, polynomials, and quadratic functions. Elementary probability and statistics will also be introduced, and there is a strong emphasis on problem solving and real-world applications. Additional time will be provided for lab activities, a review and extension of skills, and detailed work on problem solving.

### **ALGEBRA 1 CPE**

This course consists of an introduction to the study of algebra, including topics such as linear equations, systems of linear equations, families of functions, polynomials, and quadratic functions. Elementary probability and statistics will also be introduced, and there is a strong emphasis on problem solving and real-world applications.

*Students who demonstrate superior achievement in Algebra 1 CPE may wish to study both Algebra 2 and Geometry during their sophomore year. These students should maintain an “A” average in Algebra 1 and have a positive teacher recommendation.*

### **GEOMETRY H, CPE, CP**

This course includes the properties of figures in a plane and in space as well as the use of real numbers in the measure of distances, angles, arcs, areas and volumes. Some topics for discussion and analysis are lines, planes, angles, triangles, direct and indirect proof, congruence, similarity, parallelism, perpendicularity, circles, areas of polygons and circles, areas and volumes of solids, and trigonometry related to triangles. A coordinate approach or a transformational approach will be utilized in developing some units.

*Prerequisite: Algebra 1*

### **ALGEBRA 2 H, CPE, CP**

This course continues the study of algebra, including topics such as quadratic functions, complex numbers, polynomial functions, rational functions, exponential and logarithmic functions, and trigonometric functions. Sequences and series are also introduced, and there is further study of statistics and probability.

*Prerequisite: Geometry*

### **PRECALCULUS MATHEMATICS H, CPE**

This course in Precalculus Mathematics is centered about the study of relations and functions. Topics include circular functions, trigonometric functions, logarithmic and exponential functions, polynomials, conic sections, polar graphs, and sequences and series.

*Prerequisite: Algebra 2 H, CPE*

### **COLLEGE ALGEBRA AND STATISTICS CPE**

This course is designed for students who have completed Algebra 2 CPE or CP and who intend to pursue a liberal arts program in college. The topics include linear programming, permutations and combinations, regression analysis, probability, and topics in statistics.

*Prerequisite: Algebra 2 CPE, CP*

### **ADVANCED MATHEMATICS APPLICATIONS CP**

This fourth year course reviews important Algebra and Geometry concepts and focuses on other topics such as matrices, trigonometry, consumer math, probability, and statistics. Problem solving and critical thinking skills are stressed, as well as real-world applications.

*Prerequisite: Algebra 2 CP, CPE*

### **ADVANCED PLACEMENT STATISTICS**

The course content for AP Statistics is determined by the syllabus published by The College Entrance Examination Board. Topics include experimental design, analysis of data, and methods of statistical inference. Students will be prepared to take the Advanced Placement Examination in Statistics upon completion of this course.

***Prerequisite:*** *Students who have completed Algebra 2 or Precalculus must have received an “A” in CPE or a “B” in Honors, and have a positive teacher recommendation.*

### **CALCULUS CPE**

This course is centered in calculus material with an additional emphasis on strengthening precalculus material vital for the study of calculus. Topics include functions, limits and continuity of functions, derivatives of algebraic and transcendental functions, and integration of algebraic and transcendental functions and applications of the derivative and the definite integral. This course is not intended to prepare students to take the Advanced Placement Examination in Calculus.

***Prerequisite:*** *Precalculus Mathematics CPE, H*

### **ADVANCED PLACEMENT CALCULUS AB**

This course is centered in calculus material with an additional emphasis on strengthening precalculus material vital for the study of calculus. Topics include functions, limits and continuity of functions, derivatives of algebraic and transcendental functions, integration of algebraic and transcendental functions, and applications of the derivative and the definite integral. Students will be prepared to take the Advanced Placement Examination in Calculus AB upon completion of this course.

***Prerequisite:*** *Precalculus Mathematics H or an “A” in PreCalculus Mathematics CPE*

### **ADVANCED PLACEMENT CALCULUS BC**

The content of this course is determined primarily by the BC level syllabus of the program in Advanced Placement Mathematics as published by the College Entrance Examination Board. The topics include all topics from Calculus AB, as well as additional topics such as improper integration, area bounded by polar curves, advanced integration techniques, and the study of sequences. Students will be prepared to take the Advanced Placement Examination in Calculus BC upon completion of this course.

***Prerequisite:*** *Precalculus Mathematics H*

### **MULTIVARIABLE CALCULUS H**

Multivariable Calculus extends the limit, differentiation, and integration concepts of first year calculus to functions of more than one independent variable, which occurs in economics, statistics, physics, chemistry, and biology. There is a more theoretical treatment of the limit, derivative, and integral. These concepts are applied to work, projectile motion, cycloids, optimization, related rate, volume, normal curve, mass, density, and moment of inertia problems. Vectors are used in three space for analytic geometry and for rates of change of functions in all directions. Topics include conic sections, parametric curves, polar coordinates, coordinate systems and vectors, arc length, curvature, velocity and acceleration, functions of several variables, partial derivatives, tangent planes and linear approximations, directional derivatives, double integrals, triple integrals in cylindrical and spherical coordinates, vector fields, line integrals, parametric surfaces, and surface integrals.

***Prerequisite:*** *AP Calculus BC or AP Calculus AB with teacher recommendation*

## **COMPUTER SCIENCE H**

This honors-level course is designed to give students an understanding of structured programming. Students will design, write and execute programs in modern computer languages. Specific topics include top down design, conditional statements, branching, looping, built-in and user defined functions, and elementary applications.

***Prerequisite: Students must have achieved at least a ‘B’ in an accredited Algebra 1 program.***

## **ADVANCED PLACEMENT COMPUTER SCIENCE A**

This course is designed so students will code fluently in a structured computer language. Emphasis will be on programming methodology, algorithms, data structures and documentation. The course content is determined primarily by the syllabus in Advanced Placement Computer Science as published by the College Entrance Examination Board.

***Prerequisite: Computer Science H or Supervisor Approval***

## **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

This course is designed to introduce students to the main principles within computer science, utilizing computational thinking and problem solving skills. This course will also include concepts that open up the creative side of computer science for students. The course content is determined primarily by the syllabus for Advanced Placement Computer Science Principles as published by The College Board.

***Prerequisite: Students must have achieved at least a “B” in an accredited Algebra 1 program.***

## MUSIC DEPARTMENT

### **CHAMBER CHOIR CP, H (See course teacher for Honors requirements)**

This course is for advanced vocal students **by audition only**. The goals of this class are to further develop the student's successful ensemble singing skills, to improve their musicianship, to further develop their appreciation for working together toward a common goal, and to allow them a more advanced choral experience. Students are expected to perform during the Winter, FLOW and Spring Concerts. **Students who wish to take the CP course for 2.5 credits must have permission from the director**

***Prerequisite: By Audition Only for both the CP and Honors Courses***

### **CONCERT CHOIR CP, H (See course teacher for Honors requirements)**

This course is designed for students entering high school with beginning or intermediate skills. Concert Choir is a large choral group comprised of boys and girls. The music they sing, in English and other languages, includes movements from larger works of the great composers of several periods. Class periods serve not only as rehearsals, but also for practical training in style, form, interpretation, sight-reading, dynamics, and vocal technique. Students are expected to perform during the Winter, FLOW and Spring Concerts.

***Prerequisite: By Audition Only for the Honors course***

### **MUSIC THEORY CPE**

Music Theory develops understanding and skills in the technical aspects of music. The course is designed for both students with no previous musical training and for those who sing or play an instrument. Attention will focus on training in sight singing and dictation, time-beating and rhythmic execution, conventional harmonic practices, and analysis. The course explores the basic concepts of pitch and rhythm in terms of their physical basis, notation, performance, and theoretical organization, in a broad and thorough survey of music fundamentals.

### **ADVANCED PLACEMENT MUSIC THEORY**

This advanced course is for students who have completed Music Theory CPE and want to continue their study of the elements of music at a complex level leading to the Advanced Placement examination in May. The course of study includes sight-singing, ear training, orchestration, instrument identification, timed dictation, the analysis of a major piece of music, and the writing and performing of an original composition. The course includes the concept and application of rhythm, complex notation, and non-harmonic tones.

***Prerequisite: Music Theory CPE. Students with an advanced level of musical experience who have not taken the Music Theory CPE course may take course with a teacher recommendation.***

### **POP AND ROCK: AN INTRODUCTION TO MUSIC CPE**

Pop and Rock is an introductory music appreciation course that will involve music listening and analysis for the inexperienced musician. Discussion of music history, theory, and culture is combined with the development of critical listening skills and exposure to all eras of musical development in the Western World from early European sacred music to modern rock and pop music. Though this is not a performance class, students will learn to aurally identify key components of music, such as melodies, harmonies, and rhythm. The initial components of the class will provide a foundation to the study of Music Theory. Much of the class will include units on jazz, rock, pop, and film music, which will allow students to apply what they've learned in the class to music they hear most commonly throughout their lives.

### **STRING ORCHESTRA CP, H (See course teacher for Honors requirements)**

The course provides students with experiences designed to develop basic string technical instrument skills and musicianship. Primary emphasis is placed on tone development, sight-reading, and ensemble performance. Students are expected to perform at the Winter, FLOW and Spring Concerts.

***Prerequisite: By Audition Only for the Honors course***

### **SYMPHONIC BAND CP, H (See course teacher for Honors requirements)**

Membership in the Symphonic Band is open to all high school students, regardless of any previous musical background or experience. The Symphonic Band program includes music fundamentals of reading music notation, performance techniques, and rules of music interpretation. In addition to performing in evening concerts, Band students perform at assemblies, clinics, and festivals. Students are encouraged to take this course for four years and are expected to produce increasingly advanced work with each year. Students are expected to perform at the Winter, FLOW, and Spring Concerts.

***Prerequisite: By Audition Only for the Honors class***

### **WIND ENSEMBLE CP, H (See course teacher for Honors requirements)**

Membership in the Wind Ensemble is open to all high school students **by audition only**. Emphasis is placed upon developing appreciation for all styles of music through the study and performance of original band works and transcriptions. The level of selected music is a grade 3-1/2 and higher requiring advanced musical skills. Students are expected to perform at the Winter, FLOW and Spring Concerts. **Students who wish to take the CP course for 2.5 credits must have permission from the Director.**

***Prerequisite: By Audition Only for both the CP and Honors courses***

### **HONORS CHORAL MUSIC**

This course is **by audition only**. Students who would like to explore music on a more advanced level are encouraged to audition for the Honors Choral Music program. The curriculum provides a rigorous individualized vocal enrichment. Students in this program must be enrolled in either Concert Choir or Chamber Choir during the school day. To secure an audition, contact the high school Choral Director.

***Prerequisite: By Audition Only***

### **INSTRUMENTAL MUSIC LESSONS**

Utilizing small group instruction, wherein students are grouped according to ability and like instruments, instrumental music lessons are offered to all interested students in Grades 9 to 12. Students seeking instrumental lessons must be enrolled in Symphonic Band, Wind Ensemble, and String Orchestra. Materials for the class lessons include standard method books, rhythm sheets, solo and ensemble materials, and selected problems taken from the band parts. Considerable attention is given to individual performance. The playing embouchure is evaluated, and attention given to developing correct rhythmic concepts and beautiful tone quality.

### **HONORS INSTRUMENTAL MUSIC (Woodwinds, Brass, Percussion, Strings)**

The Honors Instrumental Music program provides a more rigorous and advanced musical program for students wishing to pursue individual musical growth. Students must be enrolled and fully participate in Symphonic Band, Wind Ensemble, or String Orchestra during the school day. To secure an audition, contact the High School Band Director/String Orchestra Director.

***Prerequisite: By Audition Only***



## SCIENCE DEPARTMENT

The science standards are designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields. The learning experiences provided to students engage them with fundamental questions about the world and how scientists investigate and find answers to those questions. Students carry out scientific investigations and engineering design projects related to the disciplinary core ideas in biology, chemistry, and physics/physical science courses at all levels.

*General Prerequisites for Honors and AP Courses - In order to register for an Honors and AP course, students must meet one of the following criteria:*

*~ A final grade of "B-" or better in the currently enrolled honors science course and teacher/supervisor recommendation –OR–*

*~ A final grade of "A-" or better in the currently enrolled CPE science course and teacher/supervisor recommendation.*

*DISSECTION OPTION STATEMENT: Pursuant to New Jersey Statute 18A:35-4.25 (available in its entirety at: <http://www.nj.gov/njded/aps/ccs/science/dissection/faq.htm>), students have the right to decline to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction. If parents desire to exempt their students from participation in such activities, they must notify the school within 2 weeks of their student's enrollment in the course. If students do not participate in a lab experience involving use of animals as described above, their grades will not be affected as long as they master the agreed-up learning objectives and expectations. In order to meet prescribed learning objectives and expectations, alternative means of instruction will be utilized. Acceptable alternatives to the activities include videos, models, computer programs, books and the use of manipulatives. If you have any questions regarding this notification or if you would like to exercise your right to exempt your student, please contact the Science Supervisor at your child's school. Courses to which this statement applies, are noted by **\*DISSECTION OPTION\*** at the end of each course description.*

### **INTEGRATED PHYSICAL SCIENCE CP**

This College Preparatory laboratory-based course will provide students with a fundamental understanding of the physical sciences with special attention to specific student needs. Emphasis is placed on the development of study skills conducive to mastery of science content and related math applications. Topics of study include key concepts and principles in physics and space & earth science. Laboratory activities are emphasized.

***Co-requisite: Algebra 1 CP or Integrated Algebra and Geometry CP***

### **CHEMISTRY CP**

This College Preparatory laboratory-based course provides a fundamental understanding of chemical principles and concepts. Students will explore the nature of matter and energy and how their interactions are essential to an understanding of the physical universe. This course provides students with an understanding of the states and properties of matter, the development of models of the atom, and the underlying principles of chemistry.

***Prerequisite: Algebra 1 CP or Integrated Algebra and Geometry CP***

## **CHEMISTRY CPE**

This College Preparatory Enhanced chemistry course provides the opportunity for students to acquire an in-depth study of chemical principles and concepts. It is designed to highlight chemistry needed in future science studies. Students will analytically study chemistry principles and learn the problem-solving techniques that are widely used in science and related disciplines. Fundamental principles, including atomic structure, chemical bonding, stoichiometry, kinetic theory, gas laws, thermochemistry, and equilibrium are developed. The major concepts, basic vocabulary, and intellectual and laboratory skills expected in any college preparatory chemistry course are included. In addition to numerous laboratory experiences there is an emphasis on problem solving, physical and mathematical modeling, research methods and experimental techniques.

***Prerequisite: Algebra 1 CPE or Algebra 1 CP, and Biology CPE***

***Co-requisite: Geometry CPE***

## **CHEMISTRY H**

This laboratory-based chemistry course provides the student with an opportunity to study how the properties of and interactions with matter are consequences of their structure. Fundamental principles, including atomic theory and structure, chemical bonding, stoichiometry, kinetic theory, gas laws, thermochemistry, equilibrium, kinetics, and thermodynamics are developed. The principles of chemistry are studied quantitatively and the student's mathematical and analytical skills are strongly utilized throughout this problem-solving course. Extensive student laboratory work will progress to a high level independence in experimental reasoning and analysis.

***Prerequisite: Algebra 1***

***Co-requisite: For Incoming Freshmen: Algebra 2 H, Algebra 2 CPE, or Geometry H;***

***For sophomores: Algebra 2 H, Algebra 2 CPE, Geometry H, or Geometry CPE***

## **ADVANCED PLACEMENT CHEMISTRY**

The AP Chemistry course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25% of the instructional time provides students with opportunities to engage in laboratory investigations. This includes a minimum of 16 hands-on labs, at least six of which are inquiry based. It is expected that students in this course will take the AP exam in May.

***Prerequisite: Chemistry CPE or Chemistry H***

## **BIOLOGY 1 CP**

This College Preparatory laboratory-based course provides a fundamental understanding of biological concepts. The process of scientific inquiry and the integration of concepts within life experiences are stressed through class activities and laboratory investigations. Students will gain an understanding of the structure, characteristics and basic needs of organisms and will investigate the diversity of life. This course meets all of the Next Generation Science Standards in biology and prepares the students for the NJ State End of Course exam in Biology. **\*DISSECTION OPTION\***

***Co-requisite: Algebra 1 CP***

## **BIOLOGY 1 CPE**

This College Preparatory Enhanced course provides the student with an in-depth study of the life sciences. Biological principles and concepts are studied using the inductive approach and laboratory investigations allow students to explore the relationships between the principles and applications of biology. Topics of study are organized by interactions, foundation and interactions, development, and diversity of life. This course meets all of the Next Generation Science Standards in biology and prepares the students for the NJ State End of Course exam in Biology. **\*DISSECTION OPTION\***

***Co-requisite: Algebra 1 CPE or Geometry CPE***

## **BIOLOGY 1 H**

This course highlights molecular biology and focuses on structures such as cells and genes, and on the processes that occur within. Extensive student laboratory work requires strong experimental reasoning and analysis skills. This course meets all of the Next Generation Science Standards in biology and prepares students for the NJ State End of Course exam in Biology. The rigorous treatment of biochemistry in this course requires that a student possess a strong commitment to the study of science. **\*DISSECTION OPTION\***

***Prerequisite: Chemistry***

## **ADVANCED PLACEMENT BIOLOGY**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25% of the instructional time be spent in hands-on-laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. It is expected that students in this course will take the AP exam in May.

***Prerequisite: Biology and Chemistry***

## **ANATOMY AND PHYSIOLOGY CPE**

This course provides students with an opportunity to increase their understanding of the principles of cytology, the fundamentals of biochemistry, human genetics, an overview of the major systems of the human body, and man's relationship with the environment. Extensive laboratory work will allow the students to investigate the major concepts presented. **\*DISSECTION OPTION\***

***Prerequisite: Biology and Chemistry***

## **CONCEPTUAL PHYSICS CP**

This College Preparatory laboratory-based course provides a fundamental understanding of physics principles and concepts. Students will explore the nature of matter and energy and how their interactions are essential to an understanding of the physical universe. This course provides students with a strong conceptual understanding of the how and why things move, conservation laws, electricity and magnetism, and wave behaviors and applications. The focus for this class will be to help students make connections between their everyday world and the concepts of physics through a laboratory-based hands-on approach.

***Prerequisite: Algebra 1 CP and Geometry CP***

## **PHYSICS CPE**

This College Preparatory Enhanced physics course provides the opportunity for students to acquire an in-depth study of physics principles and concepts. It is designed to highlight the physics needed in future science studies. Students will analytically study physics principles and learn the problem solving techniques that are widely used in science and related disciplines. Fundamental principles,

including the study of motion, forces and energy, system interactions, electricity and magnetic effects, electromagnetic wave behaviors and applications are developed. The major concepts, basic vocabulary, and intellectual and laboratory skills expected in any college preparatory chemistry course are included. In addition to numerous laboratory experiences, there is an emphasis on problem solving, physical and mathematical modeling, research methods and experimental techniques.

***Co-requisite: Algebra 2 CPE***

### **ADVANCED PLACEMENT PHYSICS 1**

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. It is expected that students in this course will take the AP exam in May.

***Co-requisite: Algebra 2 CPE***

### **ADVANCED PLACEMENT PHYSICS 2**

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic energy; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25% of the instructional time be used for hands-on-laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. It is expected that students in this course will take the AP exam in May.

***Prerequisite: Physics CPE or AP Physics 1; Co-requisite: Precalculus CPE***

### **SELECTED TOPICS IN PHYSICS H**

This course is an extension of a first-year physics course. It is algebra-based and explores topics such as fluids, thermodynamics, optics, and modern physics through inquiry-based learning and hands-on laboratory work.

***Prerequisite: AP Physics 1 or Physics CPE; Co-requisite: Precalculus CPE***

### **ADVANCED PLACEMENT PHYSICS C**

This second-year physics course provides further college level instruction. There are investigations and discussion in advanced topics in mechanics, electricity, and magnetism. It is based upon the calculus “Course C syllabus” of the Advanced Placement Program of the College Board. It is expected that students will take the AP Physics Level C examination in May.

***Prerequisite: One year of any level Physics***

***Co-requisite: Calculus***

### **ASTRONOMY CP**

Space...the final frontier. This is an introduction to astronomy, mainly descriptive, with minimal mathematics. Topics will include what the ancients noticed in the heavens: characteristics and motions of the Earth, moon, planets and other objects of the solar system, sun, stars, and galaxies. Students will use tools for discovery: telescopes, spectra, radar, parallax, and other methods. Current ideas about the origin, present state, and possible future of the universe will be presented.

Aspects of telescope design are given. There will be demonstrations, hands-on activities, and individual projects and presentations. If a student desires, these projects can explore deeper mathematical and technical aspects of astronomy.

### **CONTEMPORARY ISSUES IN SCIENCE CP**

Students in this course investigate the science behind today's headlines. Students will also complete independent and/or group research projects. Students discuss, research, and make presentations on topics such as stem cell research, cloning, genetic engineering, atomic weapons, nuclear power, alternative energy sources, pollution, and epidemics.

### **HORTICULTURE CP**

This course is offered to all eleventh and twelfth grade students. The following topics will be stressed: plant propagation, greenhouse maintenance, growing special plants, study of soil, flower arranging, study of terraria, marketing florist products, plant identification and landscape design.

***Co-requisite: Biology***

### **FORENSIC SCIENCE CPE**

This laboratory-based course provides an introduction to the science behind crime detection and analysis. Students take on the roles of crime scene investigators, scientists, and medical examiners to collect and evaluate evidence in a problem-solving environment. Scientific principles and investigative tools and methods from multiple disciplines of science and technology are utilized. The techniques used in evaluating physical evidence and laboratory techniques currently employed in forensic investigation are applied to the study of: Serology and blood pattern analysis, microscopic investigation, DNA technology, drug chemistry and toxicology, dentition, hair analysis, fiber comparisons, fingerprints, ballistics, forensic anthropology, entomology, forgery, and computer crimes.

***Prerequisite: Chemistry and Geometry***

### **ENVIRONMENTAL SCIENCE CPE**

Environmental science is an activity-based course designed to help students understand the interactions between the different elements of the environment. The course will also make the students aware of environmental problems on both local and global levels. The activities will include conventional laboratory exercises, workbook exercises, and projects. Several activities will be performed outdoors on the school grounds. The laboratory-based course will deal with environmental history, science systems, biodiversity, biogeography, ecology, population dynamics, use of resources, types of pollution and the disposal of waste. Due to the fact that environmental science is an integrated science, students must have satisfactorily completed a biology course and a chemistry course. Students will be evaluated through the use of examinations, lab work, lab behavior, written lab reports, and projects.

***Co-requisite: Conceptual Physics, Physics CPE, or AP Physics.***

### **MARINE SYSTEMS / OCEANOGRAPHY CP**

Marine and freshwater aquatic science extends the study of Biology and Chemistry to the living and non-living factors of the aquatic realm, which are explored through various freshwater and marine ecosystems such as streams, lakes, rivers, coral reefs, sandy shores, deep sea, open-ocean, and kelp forests. This laboratory-based course will explore these ecosystems by investigating the successful adaptations of aquatic life (fish/sharks, mammals, reptiles, birds, invertebrates, and plants) to withstand the non-living elements (currents, tides, ocean seafloor, and seawater composition) that form each ecosystem. The impact of humans on aquatic ecosystems and the necessity for marine

conservation are also examined. Laboratory investigations and other hands-on activities are used to enhance understanding of topics. **\*DISSECTION OPTION\***

*Prerequisite: Biology and Chemistry*

## **UNIVERSITY PROGRAM: SCIENCE, MEDICINE, AND RESEARCH**

### **NINTH GRADE**

#### **UP - SAT BIOLOGY H**

The topics covered in the course are identical to the Biology H course. However, University Program students will emphasize extended laboratory investigations and learning assessments linked to the SAT College Board Biology Examination, which will be taken in June by all students in this class. There is a special emphasis on developmental Biology and molecular principles.

**\*DISSECTION OPTION\***

### **TENTH GRADE**

#### **UP - SAT CHEMISTRY H**

This course introduces the same knowledge, skills, and experiences as the Chemistry H course. Additional time is allotted for topics and labs which are unique to the SAT Chemistry curriculum, such as laboratory preparation of gasses and identification of industrial chemicals and processes. Time is also given for practice with question formats from the SAT Chemistry test, which will be taken in June by all students in this class.

### **TENTH GRADE**

#### **UP - HUMAN ANATOMY H**

Students will examine the structure and functions of various systems of the human body. This includes the skeletal, reproductive, muscular, digestive, respiratory, nervous and circulatory systems. In addition, the human life cycle will be examined considering psychological tasks, biological changes, typical diseases and medical issues. **\*DISSECTION OPTION\***

### **ELEVENTH GRADE**

#### **UP – ADVANCED PLACEMENT PHYSICS 1**

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. It is expected that students in this course will take the AP exam in May.

### **ELEVENTH GRADE**

#### **UP - BIOMECHANICS H**

This course focuses on concepts related to the macrophysics end of the human body. Basic anatomical concepts and physiological data will be used with a quantitative analysis of how the body works. This course will include basic medical and physics terminology to study the mechanics of the static body, the body in motion, mechanical properties of the materials of the body, acoustics and sound waves in hearing and speaking, and optics of eyes and vision.

## **ELEVENTH GRADE**

### **UP – SCIENCE RESEARCH 1 H (SUPA URP-150)**

This course continues the research skills developed in the UP science courses and provides critical opportunities for students to understand what constitutes modern scientific research and to gain first-hand mentored experience in research in the scientific disciplines. These goals are achieved through both a close examination of the scientific discovery and communication process and through direct "hands-on" involvement in carefully guided basic and applied research projects. The scientific development and encouragement of young scientists in this Program is promoted and fostered through direct and frequent interactions between teachers, science research professionals and other program participants. Students will begin longer independent or small group research projects. Oral and written progress reports are given; ideas and problems are shared. This course will run pending final approval with Syracuse University.

SUPA Credit: 4 Credits

## **TWELFTH GRADE**

### **UP - MEDICAL ISSUES H**

Case studies in medical law and medical ethics will be examined. There will be frequent debates on current issues such as genetic screening and engineering, prolonging life by artificial means, and informed consent before medical research or operations. Position papers will be required after major issues are summarized and opinions are compared and contrasted. This is a 2.5 credit course.

## **UNIVERSITY PROGRAM: ENGINEERING AND DESIGN**

## **NINTH GRADE**

### **UP - BIOLOGY H**

This course highlights molecular biology and focuses on structures such as cells and genes, and on the processes that occur within. Extensive student laboratory work requires strong experimental reasoning and analysis skills. The rigorous treatment of biochemistry in this course requires that a student possess a strong commitment to the study of science. **\*DISSECTION OPTION\***

## **NINTH GRADE**

### **UP - ENGINEERING RESEARCH METHODS H**

Students will explore the skills and practices used by scientists and engineers through science laboratory work and by designing solutions to engineering problems. Mathematical, graphical, statistical, and analytical skills are emphasized in the context of physical science concepts and principles. The laboratory work will introduce measuring tools and instrumentation used by scientists and engineers and technical writing will be emphasized.

## **NINTH GRADE**

### **UP - INTRODUCTION TO ENGINEERING DESIGN H**

This course teaches problem-solving skills using a design development process. Students will be introduced to CAD (computer aided drafting) with special emphasis placed on problem solving and product design development. Skills acquired in this course will be applied to future courses.

## **TENTH GRADE**

### **UP - CHEMISTRY H**

This laboratory-based chemistry course provides the student with an opportunity to study how the properties of and interactions with matter are consequences of their structure. The principles of

chemistry are studied quantitatively and the student's mathematical and analytical skills are strongly utilized throughout this problem-solving course. Extensive student laboratory work will progress to a high level independence in experimental reasoning and analysis. Topics in this course will emphasize problem solving activities and engineering applications chemistry.

#### **TENTH GRADE**

##### **UP – ENGINEERING, MATH, AND COMPUTER APPLICATIONS H**

In this course, students will study mathematics, statistics, and computer skills and apply them to scientific and engineering applications. Students will extend their knowledge of mathematical concepts to real-world engineering challenges. Extensive use of *Microsoft Excel* will allow them to organize data in a professional way as well as analyze data to seek patterns and relationships. Students will also be introduced to *Vernier* data probes to collect a variety of data types using scientific instruments. Video Analysis using *LoggerPro* software will allow students to further study the motion of any object through slow-motion video. Computer data collection and math analysis will be central to this program.

#### **TENTH GRADE**

##### **UP - MATERIALS AND PROCESSING H**

In this course students will be working with various basic machining tools and explore the areas of plastics and composites as well as wood and metallurgy. Students will be introduced to the “*nine-step designing loop*” through the use of technology learning activities (TLA). Laboratory work and problem-solving activities will include working with lightweight metals, woods, and plastics. Students will be introduced to the *mass production process* both in and out of the classroom. Field trips to local manufacturing plants are also a part of this program. This applied methods course is related to both physics and engineering.

#### **ELEVENTH GRADE**

##### **UP – ADVANCED PLACEMENT PHYSICS 1**

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. It is expected that students in this course will take the AP exam in May.

#### **ELEVENTH GRADE**

##### **UP - PRINCIPLES OF ENGINEERING SEMINAR H**

This course highlights the various professions of engineering. Students will realize that the role of engineers is to apply their knowledge of science and technology to meet societal needs and solve its problems. The course will give students exposure to engineering methods, engineering problem solving concepts, and the basic tools of engineering. The engineering profession is examined, along with the approach to problem solving, the tools of engineering, and constraints on the engineering practice. Special emphasis will be placed on the engineering design process as well as engineering economics. Guest speakers will be a part of this program as well as laboratory-based activities.



## **ELEVENTH GRADE**

### **UP – DIGITAL ELECTRONICS H**

This project-based course is designed to give students an introduction to electronics and basic theory. Students will be introduced to basic digital technology through hands-on project work in the examination of digital devices and circuits that are used to build computers and other digital equipment. The purpose of this course is to provide students with a sound understanding of digital principles and practices.

## **ELEVENTH GRADE**

### **UP - COMPUTER SCIENCE FOR ENGINEERS H**

This course is designed so students will code fluently in a structured computer language. Emphasis will be on programming methodology, algorithms, data structures, and documentation. The course content is focused on programming to support engineering applications.

## **TWELFTH GRADE**

### **UP - ENGINEERING RESEARCH SEMINAR H**

This University Program may require independent effort and independent study outside the school building. Students will complete a research design project in an area of choice and/or become involved in an academic design competition. Some projects and/or design competition may require students to work in small teams of 2 and 3 students. Students will be expected to have contact with mentor engineers, complete a written log and/or journal of their research/project work and present their project for an evaluation.

## **TWELFTH GRADE**

### **UP SELECTED TOPICS IN PHYSICS H**

This course is algebra-based and explores topics essential to engineering, such as fluids, thermodynamics, optics, and modern physics. It is intended as an extension of AP Physics 1 studies and will complement the AP Physics C curriculum. This course also provides an alternative to AP Physics 2 as an opportunity for students to extend their physics studies.

***Prerequisite: AP Physics 1 or Physics CPE; Co-requisite: Precalculus CPE***

# **SOCIAL STUDIES DEPARTMENT**

## **REQUIRED CORE COURSES**

### **WORLD CIVILIZATIONS CP, CPE**

This required survey course in World History for ninth grade students begins with the Renaissance and Reformation in the fifteenth century and continues to the present. Students study the historical, social, economic, geographic and political events of the explorers, Enlightenment, Revolutions, and imperialism. A significant emphasis is given to the events of the twentieth century including World Wars and regional conflicts, human rights issues, the arts, the impact of technology, and the economy in contemporary Asia, Africa, Latin America and Europe. Students in World Civilizations CP develop their skill of chronological thinking, geography, and decision-making. Students in World Civilizations CPE develop their skills in reading, writing, working with maps and charts. *The importance of organizational habits and note-taking skills in the study of history is emphasized.*

### **WORLD CIVILIZATIONS H**

This is a required survey course in World History for ninth grade students with excellent reading and writing skills. This course begins with the Age of Global Encounters in the fifteenth century and continues to the present. Students will learn about the importance of religion and philosophy, the Enlightenment, Revolutions, and imperialism. A significant emphasis is given to the events of the twentieth century including World Wars and regional conflicts, human rights issues, the arts, the impact of technology, and the economy in contemporary Asia, Africa, Latin America and Europe. Students in this course develop their skills of critical and chronological thinking, analysis and interpretation, geography, research, and decision-making. Students use primary documents, express their views in essays, editorials, and debates, and are expected to work independently in their study and reading about historical events.

### **UNITED STATES HISTORY 1 CP, CPE**

This course, required of all tenth grade students, develops the history of our country in a combination of chronological and topical approaches. Although the subject matter for the different grouping levels is the same, differences in the groups lie in the quantity and difficulty level of materials that are used. Materials may include the use of a basic text, supplemental texts, primary materials such as original documents and speeches, audiovisual materials, simulations, newspapers and periodicals. Differences may also lie in the emphasis that is given to critical thinking, consideration of opposing opinions and interpretations of history, and analysis of situations.

### **ADVANCED PLACEMENT UNITED STATES HISTORY 1**

This is the first in a two-year sequential college level course providing an in-depth study of American historical development in the areas of social, cultural, political, economic, intellectual, and diplomatic history. The historical eras included in this course begin with Native American and continue through the Gilded Age to the end of the 19th century. This course uses primary sources, requires students to do independent research, and includes assignments on expository writing and the development of a thesis. Successful completion of this course is required to register for AP United States History 2

## **UNITED STATES HISTORY 2 CP, CPE**

Required of all eleventh grade students, this course utilizes both a topical and chronological approach to the study of twentieth century America. Major topics include: the emergence of the United States as a world power, World War I, life during the 1920's, the Depression and the New Deal, World War II, the Holocaust and genocide, post-war international relationships, themes in 20th century American social, political and economic life, and issues for the 21st century.

***Prerequisite: U.S. History 1 CP, CPE***

## **ADVANCED PLACEMENT UNITED STATES HISTORY 2**

In this second year of the sequence, the study of American historical development continues through contemporary American society. This sequential course gives students a thorough grounding in relevant facts, and scaffolds from these facts to examine their context and significance. The students read historical materials analytically and critically, with historical evidence and interpretations, and arrive at conclusions on the basis of informed judgment. College textbooks provide the background, but extensive use is made of more specialized studies in other printed materials. Students gain experience in taking notes from both printed sources and lectures, writing essay examinations, and in writing college level historical research papers using various reference sources. Students must be able to express themselves clearly and concisely, and possess all necessary skills in the use of library and technology resources. It is strongly recommended that students in this sequence take the Advanced Placement Examination. This examination, given in May, provides an opportunity for students who later attend a participating college to receive appropriate credit and placement.

***Prerequisite: AP United States History 1***

## **UNITED STATES HISTORY 2 CPE**

### **FAIRLEIGH DICKINSON UNIVERSITY (FDU) MIDDLE COLLEGE PROGRAM**

This U.S. 2 CPE section meets the district requirement for a second year of American History. Students who successfully complete this course may receive three college credits towards FDU or another accepting university; tuition is paid directly to FDU by the student's parents. This course utilizes both a topical and chronological approach to the study of twentieth century America. Major topics include: the emergence of the United States as a world power, World War I, life during the 1920's, the Depression and the New Deal, World War II, post-war international relationships, themes in the 20th century American political and economic life, and issues for the 21st century. Additional themes like, the nature of history, historical study skills, historiography, and research writing make up the course requirements. Students receive library privileges at Fairleigh Dickinson University and will use primary sources in addition to the standard textbook.

***Prerequisite: U.S. History 1 CP, CPE***

## **AMERICAN STUDIES – US HISTORY 2 CPE**

American Studies is an interdisciplinary course that satisfies the requirements of United States History 2 and English 3. A coordinated thematic curriculum is based on the diverse experiences of the people of the United States in realizing the American Dream. Students who elect to take the American Studies program receive separate grades and five credits from each department. The American Studies course explores connections linking the American experience to four questions: 1) What is the American Dream? 2) Who is entitled to the American Dream? 3) How is the American Dream evolving? 4) Should the American Dream apply to the world? The study of literature, art, music and film brings life and humanity to the historical experience, while historical documents and social history give perspective to the human experience. During each marking period all students participate in planned educational activities (field trips, films, debates, speakers, simulations, etc.) relating to the coordinated themes taught in literature and history. Students are expected to write

reflective and analytical papers, create multimedia projects, maintain a writing portfolio, and engage in research projects/papers in a literary and historical context. Critical thinking and problem solving skills explore the relationship between the humanities and historical issues. America's role as a world power is the theme for the evolution of America's foreign policy in the twentieth century.

***Prerequisite: U.S. History 1 CP, CPE***

## **ELECTIVE COURSES:**

### **ANTHROPOLOGY CPE**

This full-year elective course for eleventh and twelfth graders deals with the scientific study of humankind and the development of cultures both past and present. Included in this course are units on physical anthropology, archaeology, and socio-cultural ethnography. This course concerns the human experience from prehistoric times to the present, from the simple hunter-gatherer tribes to more complex cultures. Cultural patterns, structures and functions are evaluated, and the focus is global and comparative. Cultural case studies are used to supplement learned anthropological data and to bring about a better understanding of the behavior of man and society. Actual field experience in archaeology is included during the year.

### **ECONOMICS CPE**

This full-year elective course for eleventh and twelfth graders seeks to provide a basic understanding of economics through the study of how the economy works today. Topics include supply and demand, the banking system, the national and global economy, monetary and fiscal policies, personal finance, investment, insurance, pensions, and the real estate market. The stock market is also covered in this course with an emphasis on how stock prices are determined, why stock prices change, how a stock exchange functions and the impact of the stock market on the overall economy. Opportunities are provided for students to learn economic terms, principles, laws, calculate percentages and interest rates, interpret graphs, analyze statistics, and determine personal income taxes. High school level textbooks are used in this course, unlike the AP Economics course that uses a college level textbook. This course should provide an excellent background for students seeking to take economics and business courses in college.

### **ADVANCED PLACEMENT ECONOMICS**

This full-year elective course for eleventh and twelfth graders emphasizes the theoretical study of economics and provides insight into many social and political problems in the United States and the world. This course provides an understanding of what economics is all about. Relating theory to history increases the student's understanding of the subject. Topics include: inflation, recession, depression, the development and workings of the free market system, monetary and fiscal policy, economic indicators, supply side economics and current economic issues. Skills such as the interpretation of statistics and graphs, translating economic statistics into graphs, evaluating various types of investments such as stocks, bonds, and money-market funds are studied. Students are given the opportunity to develop an approach to decision-making that is less emotional and more rational using cost-benefit analysis. It is strongly recommended that students take the AP exam. This exam, given in May, provides an opportunity for students who later attend a participating college to receive appropriate credit and placement.

## **GEOGRAPHY CPE**

In this full-year elective for tenth, eleventh, and twelfth graders, students are encouraged to develop an understanding and appreciation of the interrelationship between geography, people, and the environment. Besides a study of maps, landforms and climate, culture and economics are emphasized. Opportunities are provided for individual and group activities so that students will be able to gain practical experience in the discovery of geographic concepts and principles.

## **LAW AND HUMAN RIGHTS CPE**

This full-year elective for eleventh and twelfth graders includes semester topics on the study of criminal and civil law and the study of human rights issues. Knowledge of the law is not only fascinating but a necessity in today's complex society. The examination of our criminal and civil laws will emphasize rights and responsibilities. Students will also examine the nature of crime, problems of prison administration and the rehabilitation of prisoners, study the criminal justice system, jury trials, and define basic legal terms and concepts. The part of the course on human rights examines many facets of human nature and the basic questions about the role and importance of moral responsibility in today's turbulent world. The focus of this course is an examination of various genocides (Holocaust, Armenian, Bosnian, Cambodian, Rwandan, Sudanese). Students use primary source materials in their examination of these important questions. The course includes examples of violations of human rights in contemporary times in such places as Russia, South Africa, Afghanistan, Cambodia, Central America, and Serbia. Problem analysis, critical thinking, social criticism, and decision-making skills are emphasized. Students will discover how problems in one country affect other nations.

*All students will study the Holocaust and other examples of genocide in U.S. History 2.*

## **ADVANCED PLACEMENT MODERN EUROPEAN HISTORY**

This course is recommended for tenth, eleventh, and twelfth graders who are planning to attend a competitive college. This is an important college level course where students are exposed to the people, ideas, and events that are part of the rich traditions of European History. The historical material in this course parallels the historical events in American history and may be taken at the same time as U.S. History 1 or 2. The course places a special emphasis on the literary, artistic, and philosophical contributions to world history. Students will develop the skills of Internet research; participate in classroom simulations and debates, and complete creative and expository writing assignments. Students will enhance their skills of research and analysis through the reading of primary documents relating to the time period from the Renaissance to the end of the twentieth century. The study of European History provides an understanding on current issues in foreign policy and the world economy. It is recommended that students take the Advanced Placement Examination. This examination, given in May, provides an opportunity for students who later attend a participating college to receive appropriate credit and placement.

## **PSYCHOLOGY CPE**

This full-year elective for eleventh and twelfth graders presents the science of psychology. In each section, the student is offered greater insight into the motivations, thought patterns, emotions and behaviors of human beings. Students are expected to actively participate in classroom discussions and activities. Topics include comparative psychology, the structure and function of the brain, normal and abnormal childhood development, adolescent behavior, neuroses (phobias, manias, depression, anorexia, and bulimia), psychoses (schizophrenia, manic depressive, psychosis, etc.), and dream analysis.

## **ADVANCED PLACEMENT PSYCHOLOGY**

AP Psychology is a college level course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major fields within psychology and learn about the methods psychologists use in their science and practice. The course of study prepares students for the AP exam in May. Topics include the schools of psychology, biological bases for behavior, developmental, abnormal, and social psychology, learning, motivation, perception, states of consciousness, personality, and psychological disorders. Students are expected to take the AP exam and need to have demonstrated competency in reading, writing, and research in required core academic courses.

***Prerequisite: This course is open only to seniors who have previously taken Psychology CPE and maintained an A or B average. Seniors who have not taken Psychology CPE as a prerequisite must have the approval of the Social Studies Subject Supervisor to register for the course.***

## **SOCIOLOGY CPE**

This full year course for eleventh and twelfth graders is designed to afford students insight into their role in society. The course is divided into four major conceptual areas: the individual and our various roles and relationships in society, the deviance and inequities in our society and how that inequity negatively affects us all, the social institutions which impact our development and daily lives, and a global perspective of social change. Relevant sub-topics included in the scope of the course are: social interaction, abnormal deviant behavior, the prevalence of prejudice and discrimination, social class, the role of the family and religion in America, collective behavior, social movements and gender roles. Students are encouraged to look beyond their own personal existence and see society from a broader, multifaceted perspective. The course is characterized by a high level of student participation and sociological "fieldwork" in the form of survey design, observational studies and social experiments. The students are encouraged to develop sociological insights, impression management skills and a mindfulness of the sociological perspective.

## **SPORTS HISTORY CPE**

This full-year elective course for eleventh and twelfth graders is designed to have students examine the place sports hold in American life. Students will focus on sports as a reflection of our social, political, and economic make-up and its ability to effect and shape our institutions. Particular attention will be given to social class, race and ethnicity, gender, labor issues, community, technology and commercialization, and the media. This course examines major ideas and events in the history of sports. Course material will be based on primary, secondary, audio and visual resources. -Instructional practices will be differentiated to be inclusive of all academic levels.

## **UNIVERSITY PROGRAM: INTERNATIONAL STUDIES AND BUSINESS**

### **NINTH GRADE**

#### **SAT 2 WORLD HISTORY H**

This International Studies and Business University Program core course prepares students with an understanding of global history through the use of basic historical reading, writing, and research techniques. Students will investigate historical topics and prepare multimedia presentations. All historical fields: political, diplomatic, intellectual, cultural, economic, and social are covered. Students will participate in learning assessment activities that will prepare them for the required College Board SAT II World History Examination.

## **NINTH GRADE**

### **CRITICAL GLOBAL ISSUES H**

This International Studies and Business course introduces students to the knowledge, research, and debate of critical global issues. The course will focus on the following contemporary global problems:

- Environment
- Urbanization
- Global Health

Students explore these topics both inside and beyond the classroom. The course may include visiting speakers, field trips, research, multi-media presentations, and position papers. Students will research and debate issues relating to cost-effectiveness, public policy, funding, and methods of enforcement.

## **TENTH GRADE**

### **GLOBAL FINANCIAL MARKETS H**

This course uses an interdisciplinary approach to study and analyze the interaction between investment markets in the economy. Students research the impact of economic news reports on market trends. Students follow the short and long term trends of the stock, bond, commodity, and real estate markets. Projects include managing a stock market portfolio, bond fund, commodities, currency exchange rates, and-in-class presentations.

## **ELEVENTH GRADE**

### **GLOBAL ECONOMY: TRADE, POVERTY, AND WEALTH H**

Today's global economy is faced with the social and political issues of the "great divide" between the developed and developing countries. This course introduces students to these issues through the study of macroeconomic principles relating to trade, fiscal policy, employment, and banking. Students will study the following core themes:

- Causes and Effects of World Poverty
- International Trade Case Studies
- The Creation of Wealth

Students will research and analyze topics relating to the environment, World Bank, the World Trade Organization, regional trade agreements, and entrepreneurial markets. Presentations emphasizing debate, technology, position papers, case studies, and analytical thinking are required.

## **TWELFTH GRADE**

### **MANAGERIAL BUSINESS DECISIONS AND ACCOUNTING H**

Students will study executive business, management, and decision-making accounting. They will continue to develop problem-solving and analytical skills in this course. The principles of financial and executive managerial accounting are followed by case studies relating to specific corporations. Students will study the budget process, analyze corporate balance sheets, apply microeconomic principles of marginal costs and revenues, explore case studies of business decisions, and present recommendations based on a field experience.

## **TWELFTH GRADE**

### **21st CENTURY ISSUES-INTERNATIONAL LAW AND HUMAN RIGHTS H**

Technology and globalization are impacting our society and the legal principles of different countries and institutions. This interdisciplinary University Program course investigates constitutional and common law issues affecting business, society, government, and the diplomatic community. The creation of the new International Criminal Court, disputes affecting maritime trade

and outer space, nationalistic movements leading to the desire for independent states, and intellectual property rights are examples of topics researched, debated and discussed in this project oriented course.

Students will study the following core themes:

- Principle of Law and Jurisprudence
- Evolution of International Law
- The UN and the International Community
- Human Rights

Presentations include a case study on human rights issues, simulated Security Council meetings, debates, and moot courts. Research skills include analyzing U.N. resolutions, U. S. and World Court decisions, and the use of professional journals



## VOCATIONAL EDUCATION

The Central Bergen County Technical Educational Center in Paramus functions as a shared-time facility cooperating with other Bergen County high schools.

The school provides one-half day of vocational and technical career training, which is coordinated with the student's high school schedule. All academic classes and extra-curricular activities are taken in the "home" high school.

Any high school student, male or female, may apply through the guidance office of his/her high school. The guidance staff will process applications for submission to the school. Students are admitted at the tenth, eleventh, and twelfth grade levels. Because of state licensing requirements, Cosmetology students are enrolled at the twelfth grade level.

Since all the career programs are planned for a three-year training period, preference of admission is given to tenth grade applicants. Transportation is arranged by the local high school. The following career majors are available:

- Auto Body:** Development and applications of skills will be made in repairing damaged frames, panels, and parts of the automobile as well as finishing and painting.

- Auto Mechanics:** Beginning with bench work and mounted engines the student will develop the skills required for working on all the various systems of the automobile. The goal will be competency in diagnosing trouble, servicing, and repairing of automobiles in the "live work" situation.

- Auto Specialties:** Students will receive intensified bench work in dismounting automotive power train components. The goals will be to develop the skill required to specialize in major engine and transmission repair.

- Cosmetology:** The student will develop all the techniques of hair and scalp care used in the operation of a beauty shop. Successful completion of this course will qualify students for taking the state board licensing examination for beauty operators.

- Commercial Baking:** This course provides students with the basic background in all areas of baking. Students will engage in the development and production of bread, yeast products, pastries, cookies, and cakes. The development of safety and sanitary practice is stressed.

- Commercial Foods:** In this program students prepare for careers in food preparation and service. Students learn preparation of a wide variety of soups, entrees, and salads, as well as nutritional and dietary guidelines. The course also stresses ordering of stock, inventory, catering and butchering. Students are schooled in the professional restaurant manner. Dining room management is also integrated into the curriculum.

·**Masonry:** This course will stress familiarization with various building materials including brick, block, tile, concrete and mortar, and the skills required for installation of these materials. The course will prepare students for positions in the construction industry.

·**Printing:** The Print Shop has complete facilities for offset reproduction. Students acquire skills in the following: Graphic Arts, camera, offset stripping and plate making, press operation, and bindery. The student will be working in assigned projects. Upon graduation, the student will be qualified to work in the commercial, quick copy, or in plant print shop.

·**Retail Merchandising:** This program prepares students for employment in a wide variety of retail jobs.

·**Small Animal Care:** In this shop, students train for full careers as a kennel person, receptionist (grooming shops, kennel or veterinary hospitals), groomer, dog trainer, show handler, pet shop operator, or animal care technician. Students progress from the preliminary tasks of maintaining runs, cages, equipment and supplies, to the more advanced care, feeding, breeding, dog clipping, training and related laboratory work, as well as pet shop operation.

## WORLD LANGUAGE DEPARTMENT

### Course Descriptions

World Languages offered in the RIH District include Chinese, French, Italian, and Spanish. Four-year world language sequences are available in courses offered at the CPE/Honors/AP Level in French and Italian, at the CP/CPE/Honors/AP Level in Spanish, and at the Honors level in Chinese.

Both Honor and CPE courses are available in French, Italian, and Spanish starting with the third year of study and will run depending upon course enrollment. Placement in an Honors course is contingent upon teacher recommendation and the Master Schedule. Students in an honors course will follow a rigorous course of study requiring higher performance levels in aural-oral and written work. The preparation of oral and written reports will be based on original texts and materials, which are an essential part of the honors program; technology will also be integrated into instruction throughout the language program. Many students in the honors program will eventually take the Advanced Placement examination, which is offered during the spring of the Level 5 AP course.

The method of instruction, in all classes, is a proficiency-based communicative approach, integrating interpersonal, interpretive and presentational skills, creating an environment for implementing meaningful use of the language for “real-life” communicative purposes.

### CHINESE

#### CHINESE 1 H

This course is designed for highly self-motivated students with an interest in the Chinese language and culture. A principally oral-aural method with intensive drills to develop concurrently the skills of speaking, listening, reading and writing Mandarin Chinese, the most widely spoken dialect in China. An introduction to the Chinese culture will be immersed into daily activities and will be an essential component of the Chinese 1 curriculum. Students who wish to enroll in this course may take it concurrently with other language courses.

***Prerequisite: Students must have a teacher recommendation for placement in the Honors program.***

#### CHINESE 2 H

This course is designed for highly self-motivated students with a continued interest in the Chinese language and culture. A principally oral-aural communication approach is used to continue the development of speaking, listening, reading, and writing skills in Mandarin Chinese. Also included are studies of grammar, vocabulary, and idiom development, as well as the culture and history of China. Students enrolled in this course will improve their knowledge of the language through presentational, interpretive, and interpersonal modes of communication.

***Prerequisite: Chinese 1 H and students must have a teacher recommendation for placement in the Honors Program.***

#### CHINESE 3 H

This course is designed for highly self-motivated students with a continued interest in the Chinese language and culture. In Chinese 3 Honors, there is an increased reinforcement and development of communication skills already introduced in Chinese 1 Honors and Chinese 2 Honors. Additional emphasis is placed on the ongoing development of reading and writing skills, as well as more in-depth presentations of grammar, vocabulary, and idioms. Students are carefully guided through cultural and historical activities through increased student usage of Mandarin Chinese. Major

emphasis is placed upon learning and using the target language in a cultural context. Students enrolled in this course will improve their knowledge of the language through presentational, interpretive, and interpersonal modes of communication.

***Prerequisite: Chinese 2 H and students must have a teacher recommendation for placement in the Honors Program.***

## **CHINESE 4 H**

This course is designed for highly self-motivated students with a continued interest in the Chinese language and culture. In Chinese 4 Honors, there is an increased reinforcement and development of communication skills already introduced in Chinese 1, 2, and 3 Honors. Additional emphasis is placed on the ongoing development of reading and writing skills, as well as more in-depth presentations of Chinese characters, grammar, vocabulary, and idioms. Students are carefully guided through cultural and historical activities, through increased student usage of Mandarin Chinese. Major emphasis is placed upon learning and using the target language in a cultural context. Students enrolled in this course will improve their knowledge of the language through presentational, interpretive, and interpersonal modes of communication.

***Prerequisite: Chinese 3 H and students must have a teacher recommendation for placement in the Honors Program.***

## **FRENCH**

### **FRENCH 1 CPE**

This course is the first course of a four-year sequence. The course is designed for students new to the study of world languages with exciting themes such as authentic foods, daily life, meeting people, shopping and leisure activities. Students will learn interesting aspects about the French culture and will be able to express themselves in presentational, interpretive and interpersonal modes of communication through reading, writing, listening and speaking. Communication with real life situations is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

### **FRENCH 2 CPE**

This course is intended for students that have completed the equivalent of French 1 CPE. Students will improve their knowledge about the French culture and will continue to improve their communication skills through presentational, interpretive and interpersonal modes of communication. Students are exposed to weekend activities, entertainment, French cuisine, describing oneself, authentic foods and shopping. There is a continued emphasis to combine reading, writing, listening and speaking into daily lessons and forms of assessments. Communication with real life situations is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

***Prerequisite: French 1 CPE***

### **FRENCH 3 CPE**

This course initiates the intermediate level of study and further develops the five basic skills developed in level one and two French. The students will become more comfortable expressing themselves in the interpretive, presentational and interpersonal modes of communication around themes such as the protection of the environment, the house and home, and travel and summer vacations. Communication in real life situations is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

***Prerequisite: French 2 CPE***

### **FRENCH 3 H**

This course is designed for highly self-motivated students with an interest in the French language and culture. The students will profit from more advanced reading selections and listening practice. Students enrolled in the French 3 Honors course will proceed more rapidly with language structure exercises. The class will be instructed entirely in French. Students in this course will continue to advance their interpretive, interpersonal, and presentational modes of communication.

***Prerequisite: French 2 CPE and students must have a teacher recommendation for placement in the Honors program.***

### **FRENCH 4 CPE**

This course is designed to expose the students to a fourth year of study and to continue to develop an increased awareness of the interpretive, presentational and interpersonal skills through reading, writing, speaking and listening. Emphasis is given to contemporary issues and the vast culture of the French-speaking world; some of the themes include consumer habits, lifestyles, telecommunication, teenage years and media. Communication in real life situations is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards. **This course is not designed to prepare the student for AP French 5.**

***Prerequisite: French 3 CPE, H***

### **FRENCH 4 H**

This course is an intermediate/high level course that is designed for those students who have demonstrated a superior aptitude and performance in the development of the major skills: speaking, reading, writing, listening and culture, emphasized in a world languages classroom. The honors course will progress at a brisk pace and emphasis will be placed on the interpretive, interpersonal and presentational modes of communication around exciting themes such as health, family life, city life, university studies and careers. Communication is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

***Prerequisite: French 3 CPE, H and students must have a teacher recommendation for placement in the Honors program.***

### **FRENCH CINEMA, CULTURE, AND CONVERSATION CPE**

This course is about the study of the French language and culture, designed to facilitate French conversation through watching culturally authentic film. The themes of the movies represent Francophone countries and parallel the AP exam themes (Contemporary Life, Global Challenges, Science and Technology, Private and Public Identities, Family and Society, and Beauty and Aesthetics). Students will watch movies that explore both past and present daily life in a wide variety of themes, genres, and cultural experiences including, but not limited to, events of historical, social, and economic significance. This course is only available for seniors.

***Prerequisite: French 3 CPE or French 3 H***

### **ADVANCED PLACEMENT FRENCH 5**

This course is an advanced level course, which meets the needs of students that have achieved greater fluency and listening comprehension and wish to refine these skills. Listening and speaking skills are continuously analyzed and evaluated. Reading continues with a variety of authentic selections discussed in French; writing skills are expanded to include analytical and creative formats. Communication through real-life situations such as global challenges, science and technology,

contemporary life, and multi-media studies is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

**\*\*Students enrolled in this course are preparing for and are recommended to take the AP Examination in French Language.**

***Prerequisite: French 4 H and students must have a teacher recommendation.***

## **ITALIAN**

### **ITALIAN 1 CPE**

This course is the first course of a four-year sequence, however, enrollment is not restricted to students who wish to complete two years of a world language. The course is designed for students new to the study of world languages. Students will learn exciting aspects about the Italian culture including but not limited to la piazza, la Sicilia and Roma. The students will be able to express themselves in presentational, interpretive and interpersonal modes of communication through reading, writing, listening and speaking activities. Communication in real life situations is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

### **ITALIAN 2 CPE**

This course is intended for students that have completed the equivalent of Italian 1 CPE. Students will improve their knowledge about the Italian culture including open-air markets, the role of the family and studying abroad. The students will continue to improve their communication skills through presentational, interpretive and interpersonal modes of communication. There is a continued emphasis to combine reading, writing, listening and speaking into daily lessons and forms of assessment. Communication in real life situations is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

***Prerequisite: Italian 1 CPE***

### **ITALIAN 3 CPE**

This course initiates the intermediate level of study and further develops the five basic skills developed in level one and two Italian. Some cultural aspects discussed are sports and politics. The students will become more comfortable expressing themselves in the interpretive, presentational and interpersonal modes of communication. Communication in real life is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

***Prerequisite: Italian 2 CPE***

### **ITALIAN 3 H**

This course is designed for highly self-motivated students with an interest in the Italian language and culture. The students will profit from more advanced reading selections and listening practice. Students enrolled in the Italian 3 Honors course will proceed more rapidly with language structure exercises. The class will be instructed entirely in Italian. Students in this course will continue to advance their interpretive, interpersonal, and presentational modes of communication.

***Prerequisite: Italian 2 CPE and students must have a teacher recommendation for placement in the Honors program.***

### **ITALIAN 4 CPE**

This course is designed to expose the students to a fourth year of study and to continue to develop an increased awareness of the interpretive, presentational and interpersonal skills through reading, writing, speaking and listening. Emphasis is given to contemporary issues and the vast culture of the Italian-speaking world; Communication in real life situations is the number one goal for the district,

meeting the students that have achieved greater fluency and listening comprehension and wish to refine these skills. Listening and speaking skills are continuously analyzed and evaluated. Reading continues with a variety of authentic selections discussed in Italian; writing skills are expanded to include analytical and creative formats. Communication in real life situations is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards. **This course is not designed to prepare the student for AP Italian 5.**

***Prerequisite: Italian 3 CPE, H***

#### **ITALIAN 4 H**

This course is an intermediate/high level course that is designed for those students who have demonstrated a superior aptitude and performance in the development of the major skills: speaking, reading, writing, listening and culture, emphasized in a world languages classroom. This course will progress at a brisk pace and emphasis will be placed on the interpretive, interpersonal and presentational modes of communication. Communication in real life situations is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

***Prerequisite: Italian 3 CPE, H and students must have a teacher recommendation for placement in the Honors program.***

#### **ITALIAN CINEMA, CULTURE, AND CONVERSATION CPE**

This course is about the study of the Italian language and culture, designed to facilitate Italian conversation through watching culturally authentic film. The themes of the movies represent Italy and parallel the AP exam themes (Contemporary Life, Global Challenges, Science and Technology, Private and Public Identities, Family and Society, and Beauty and Esthetics). Students will watch movies that explore both past and present daily life in a wide variety of themes, genres, and cultural experiences including, but not limited to, events of historical, social, and economic significance. This course is only available for seniors.

***Prerequisite: Italian 3 CPE, H***

#### **ADVANCED PLACEMENT ITALIAN 5**

This course is an advanced level course, which meets the needs of students that have achieved greater fluency and listening comprehension and wish to refine these skills. Listening and speaking skills are continuously analyzed and evaluated. Reading continues with a variety of authentic selections discussed in Italian; writing skills are expanded to include analytical and creative formats. Communication in real life situations is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

**\*\*Students enrolled in this course are preparing for and are recommended to take the AP Examination in Italian Language.**

***Prerequisite: Italian 4 H and students must have a teacher recommendation.***

#### **SPANISH**

##### **SPANISH 1 CP**

This course is the first course of a two-year sequence. The course is designed for novice students or students new to the study of world languages. Students who wish to study Spanish, but find the pacing of the CPE program too rapid and too inclusive, will find this course to be appropriate for their needs. Students must have teacher/counselor/case-manager recommendation to be placed into the CP program. **This course is not designed to prepare the student for Spanish 2 CPE.**

Students will learn exciting aspects about the Hispanic culture and will be able to express themselves in presentational, interpretive, and interpersonal modes of communication. Students will be exposed to the following themes: physical and personality traits, likes and dislikes, sports and leisure activities, school events and classes, locations within the community, and the home and household chores through reading, writing, listening, and speaking activities. Communication is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

### **SPANISH 1 CPE**

This course is the first course of a four-year sequence; however, enrollment is not restricted to students who wish to complete two years of a world language. The course is designed for students new to the study of world languages. Students will learn exciting aspects about the Hispanic culture and will be able to express themselves in presentational, interpretive, and interpersonal modes of communication through reading, writing, listening and speaking activities. Students will be able to communicate about topics including likes and dislikes, leisure activities, the school, places in the community, food and restaurants, health and exercise, family and celebrations, and the home. Communication is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

### **SPANISH 2 CP**

This course is the second course of a two-year sequence. The course is designed for students who wish to continue a second year of Spanish, but find the pacing of the CPE sequence too rapid and too inclusive. Students wishing to take this course must be in the 10th, 11th, or 12th grade, in addition to having teacher/counselor/case-manager recommendation to be placed into the CP program. **This course is not designed to prepare the student for Spanish 3 CPE.**

Students will improve their knowledge about the Hispanic culture and will continue to improve their communication skills through presentational, interpretive, and interpersonal modes of communication and explore such topics as food and restaurants, daily routines and health, clothing and shopping, holidays and celebrations, and travel. There is a continued emphasis to continue reading, writing, listening, and, speaking skills into daily lessons and forms of assessment. Communication is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

***Prerequisite: Spanish 1 CP***

### **SPANISH 2 CPE**

This course is intended for students who have completed the equivalent of Spanish 1 CPE. Students will improve their knowledge about the Hispanic culture and expand their communication skills to include discussions about school and extra-curricular activities, daily routines, shopping and clothing, childhood pastimes, holidays and special celebrations, and issues impacting the environment. The students will continue to improve their communication skills through presentational, interpretive, and interpersonal modes of communication. There is a continued emphasis to combine reading, writing, listening, and speaking skills into daily lessons and forms of assessment. Communication is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

***Prerequisite: Spanish 1 CPE***



### **SPANISH 3 CPE**

This course initiates the intermediate level of study and further develops the five basic skills developed in Spanish 1 and Spanish 2 at the CPE level. The students will be exposed to topics including sports and entertainment, outdoor activities, the arts and artists, health, food, and nutrition, volunteerism and community work, and careers and higher education. The students will become more comfortable expressing themselves in the interpretive, presentational, and interpersonal modes of communication. Communication is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

***Prerequisite: Spanish 2 CPE***

### **SPANISH 3 H**

This course is designed for highly self-motivated students with an interest in the Spanish language and culture. The students will profit from more advanced reading selections and listening practice. Students enrolled in the Spanish 3 Honors course will proceed more rapidly with language structure exercises. The class will be instructed entirely in Spanish. Students in this course will continue to advance their interpretive, interpersonal, and presentational modes of communication.

***Prerequisite: Spanish 2 CPE and students must have a teacher recommendation for placement in the Honors program.***

### **SPANISH 4 CPE**

This course is designed to expose the students to a fourth year of study and to continue to develop an increased awareness of the interpretive, presentational, and interpersonal skills through reading, writing, speaking and listening activities. Emphasis is given to contemporary issues including, festivals and holidays, youth and family, Latin American presence in the United States, the educational system, and the customs and cultures of the Spanish-speaking world. Communication is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

**This course is not designed to prepare the student for AP Spanish 5.**

***Prerequisite: Spanish 3 CPE, H***

### **SPANISH 4 H**

This course is an intermediate/advanced level course that is designed for those students who have demonstrated a superior aptitude and performance in the development of the major skills: speaking, reading, writing, listening, and culture. The honors course will progress at a brisk pace and emphasis will be placed on the interpretive, interpersonal, and presentational modes of communication. The students will discuss topics including fashion and style, travel, health, and the history of Spain. Communication is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

***Prerequisite: Spanish 3 CPE, H and students must have a teacher recommendation for placement in the Honors program.***

### **SPANISH CINEMA, CULTURE, AND CONVERSATION CPE**

This course is about the study of the Spanish language and culture, designed to facilitate Spanish conversation through watching culturally authentic film. The themes of the movies represent Spanish-speaking countries and parallel the AP exam themes (Contemporary Life, Global Challenges, Science and Technology, Private and Public Identities, Family and Society, and Beauty and Esthetics). Students will watch movies that explore both past and present daily life in a wide variety of themes, genres, and cultural experiences including, but not limited to, events of historical, social, and economic significance. This course is only available for seniors.

***Prerequisite: Spanish 3 CPE or Spanish 3 H***

## **ADVANCED PLACEMENT SPANISH 5**

This course is an advanced level course, which meets the needs of students who have achieved greater fluency and listening comprehension and wish to refine these skills. Listening and speaking skills are continuously analyzed and evaluated. Reading continues with a variety of authentic selections discussed in Spanish; writing skills are expanded to include analytical and creative formats. Course discussions, writing prompts, and readings will centralize around the global themes of technology, politics, commerce, education, sports, health and medicine, arts and entertainment, tourism, and the environment. Communication is the number one goal for the district, meeting the New Jersey Core Curriculum Content Standards.

**\*\*Students enrolled in this course are preparing for and are recommended to take the AP Examination in Spanish Language.**

***Prerequisite: Spanish 4 H and students must have a teacher recommendation***

## COURSE OFFERING CHART

SUBJECT	GROUPING	PREREQUISITE	GRADES OFFERED	H.S. CREDITS
<b>APPLIED TECHNOLOGY</b>				
Applied Technology and Design	CP		9, 10, 11, 12	2.5
Architecture & Design 1	CP	CAD	10, 11, 12	2.5
Architecture & Design 2	CP	Architecture & Design 1	11, 12	2.5
Architectural Modeling	CP	Architecture & Design 1 & 2	12	2.5
At Home with Technology	CP		10, 11, 12	2.5
Computer Aided Design (CAD)	CP		9, 10, 11, 12	2.5
Independent Study	CP	Must be a senior and permission from the teacher	12	2.5
Innovation and Design	CP		10, 11, 12	2.5
Power and Energy	CP		10, 11, 12	2.5
Structured Learning Experience (S.L.E.)	CP	Job-related courses	11, 12	10
Wood Processing Technology 1	CP		10, 11, 12	2.5
Wood Processing Technology 2	CP	Wood Processing Technology 1	11, 12	2.5
Independent Study in Applied Technology	CP	2 years of Applied Technology	12	2.5
Bergen Technical Education Program (Paramus)	CP	See Vocational Education for course descriptions	10, 11, 12	15
<b>ART</b>				
Drawing I	CP		9, 10, 11, 12	2.5
Drawing II	CP	Drawing I	10, 11, 12	2.5
Painting I	CP		9, 10, 11, 12	2.5
Painting II	CP	Painting I	10, 11, 12	2.5
Sculpture & Ceramics I	CP		9, 10, 11, 12	2.5
Sculpture & Ceramics II	CP	Sculpture & Ceramics I	10, 11, 12	2.5
Graphic Design I	CP		9, 10, 11, 12	2.5
Graphic Design II	CP	Graphic Design I	10, 11, 12	2.5

SUBJECT	GROUPING	PREREQUISITE	GRADES OFFERED	H.S. CREDITS
Advanced Studio Art	H	Requires the completion of at least three art classes.	11, 12	5
AP Studio Art	AP	Requires the completion of at least three art classes: Drawing I and any second level class w/portfolio review and a signed Art teacher recommendation.	11, 12	10
<b>BUSINESS</b>				
Accounting 1	CPE		10, 11, 12	5
Accounting 2	CPE	Accounting 1	11, 12	5
App Development /I-Applications	CP		9, 10, 11, 12	2.5
Business Continuity & Management	CP		10, 11, 12	2.5
Business Principles & Management	CPE		11, 12	5
Computer Anatomy	CP		9, 10, 11, 12	2.5
Contemporary Business Technology	CP		9, 10, 11, 12	2.5
Financial Literacy	CP		10, 11, 12	2.5
Interactive Media	CPE	Algebra I	9, 10, 11, 12	5
Marketing	CPE		11, 12	5
Multimedia	CP		10, 11, 12	2.5
Technology Lab	CP		9, 10, 11, 12	2.5
Web Design	CPE	Algebra I	9, 10, 11, 12	5
<b>ENGLISH</b>				
English 1	H, CPE, CP		9	7.5
English 2	H, CPE, CP	English 1	10	5
AP English 3	AP	English 2 H	11	5
English 3	CPE, CP	English 2	11	5
American Studies	CPE		11	5
AP English 4	AP	AP English 3	12	5
English 4	CPE, CP	English 3	12	5
Writing Culture: Intro to Creative Nonfiction (SUPA WRT-114)	CPE	English 3 CPE or AP English 3	12	5

SUBJECT	GROUPING	PREREQUISITE	GRADES OFFERED	H.S. CREDITS
Gender and Literary Texts (SUPA ETS-192)	CPE	English 3 CPE or AP English 3	12	5
Fairleigh Dickinson University “Middle College” Program	CPE	English 3 CPE or AP English 3	12	5
Film as Literature – From Text to Film	CPE	English 3	12	2.5
Sports and Literature – A Cultural Looking Glass	CPE	English 3	12	2.5
Dystopian Literature – A Walk on the Dark Side	CPE	English 3	12	2.5
Myth and Culture	CPE	English 3	12	2.5
The Imaginative World of Science Fiction	CPE	English 3	12	2.5
English Seminar	CPE	English 3	12	2.5
Acting Lab	CPE		9, 10, 11, 12	5
Audio & Film Editing	CPE		9, 10, 11, 12	5
Communications	CP		9, 10, 11, 12	2.5
Choreography	CP		9, 10, 11, 12	2.5
Drama	CP		9, 10, 11, 12	2.5
Humanities: Heroes, Heroines, Nature, & Conflict	CP		10,11, 12	2.5
Journalism	CP		9, 10, 11, 12	2.5
Musical Theatre	CP		9, 10, 11, 12	2.5
Philosophy of Knowledge	H	For Grade 12 UP SMR & IS&B IHHS students only	12	2.5
Public Speaking	CP		11, 12	2.5
Script Writing	CP		9, 10, 11, 12	2.5
Stage Movement/Dance	CP		9, 10, 11, 12	2.5
Theatre Production	CP		9, 10, 11, 12	2.5
TV Studio Production	CPE		9, 10, 11, 12	5
Writer’s Workshop	CP		9, 10, 11, 12	2.5
English for Speakers of Other Languages	---	-----	9, 10, 11, 12	5

SUBJECT	GROUPING	PREREQUISITE	GRADES OFFERED	H.S. CREDITS
<b>FAMILY &amp; CONSUMER SCIENCE</b>				
Child Development	CP	Pre-Approval is based upon attendance and discipline record. Pre-Approval Form in Guidance Dept.	10, 11, 12	5
Contemporary Foods	CP		9, 10, 11	2.5
Global Foods	CP	Contemporary Foods	10, 11, 12	2.5
The Culinary Gourmet	CP	Global Foods	11, 12	2.5
Real World Cooking	CP		12	2.5
Fashion & Technology 1	CP		9, 10, 11, 12	2.5
Fashion & Technology 2	CP	Fashion & Technology 1	10, 11, 12	2.5
Fashion & Technology 3	CP	Fashion & Technology 2	11, 12	2.5
Fashion & Technology 4	CP	Fashion & Technology 3	12	2.5
<b>HEALTH &amp; PE EDUCATION</b>				
Health 1	CP		9	1.25
Health 2	CP		10	1.25
Health 3	CP		11	1.25
Health 4	CP		12	1.25
Physical Education 1	CP		9	3.75
Physical Education 2	CP		10	3.75
Physical Education 3	CP		11	3.75
Physical Education 4	CP		12	3.75
<b>MATHEMATICS</b>				
Integrated Algebra & Geometry	CP		9	7.5
Algebra 1	CP		9, 10	7.5
Algebra 1	CPE		9, 10, 11	5
Geometry	H	Algebra 1	9, 10	5
Geometry	CPE	Algebra 1	9, 10, 11, 12	5

SUBJECT	GROUPING	PREREQUISITE	GRADES OFFERED	H.S. CREDITS
Geometry	CP	Algebra 1 CP	10, 11, 12	5
Algebra 2	H	Geometry	9, 10, 11	5
Algebra 2	CPE	Geometry	10, 11, 12	5
Algebra 2	CP	Geometry CP	11, 12	5
Precalculus Mathematics	H, CPE	Algebra 2 CPE, H	11, 12	5
College Algebra & Statistics	CPE	Algebra 2 CPE, CP	11, 12	5
Advanced Mathematics Applications	CP	Algebra 2 CP	12	5
AP Statistics	AP	Algebra 2 or Precalculus (A in CPE or B in Honors)	11, 12	5
Calculus	CPE	Precalculus-CPE, H	12	5
AP Calculus AB	AP	Precalculus CPE, H	11, 12	5
AP Calculus BC	AP	Precalculus H	11, 12	5
Multivariable Calculus	H	AP Calc BC or AP Calc AB with Teacher Recommendation	12	5
Computer Science	H	Algebra 1 (Grade B or better)	9, 10, 11, 12	5
AP Computer Science 1	AP	Computer Science H or Supervisor Approval	10, 11, 12	5
AP Computer Science Principles	AP	Algebra 1 (Grade B or better)	10, 11, 12	5
<b>MUSIC</b>				
Chamber Choir	CP	By Audition Students who wish to take this course for 2.5 credits must have permission from the Director	9, 10, 11, 12	2.5 or 5
Chamber Choir	H	By Audition	10, 11, 12	5
Concert Choir	CP		9, 10, 11, 12	2.5 or 5
Concert Choir	H	By Audition	10, 11, 12	5
Music Theory	CPE		9, 10, 11, 12	5
AP Music Theory	AP	Music Theory CPE Students with an advanced level of musical experience, who have not taken the Music Theory CPE course, may take this course with a teacher recommendation.	10, 11, 12	5
Pop and Rock: Intro to Music	CPE		9, 10, 11, 12	5

SUBJECT	GROUPING	PREREQUISITE	GRADES OFFERED	H.S. CREDITS
String Orchestra	CP		9, 10, 11, 12	2.5 or 5
String Orchestra	H	By Audition	10, 11, 12	5
Symphonic Band	CP		9, 10, 11, 12	2.5 or 5
Symphonic Band	H	By Audition	10, 11, 12	5
Wind Ensemble	CP	By Audition Students who wish to take this course for 2.5 credits must have permission from the Director	9, 10, 11, 12	2.5 or 5
Wind Ensemble	H	By Audition	10, 11, 12	5
<b>SCIENCE</b>				
Integrated Physical Science	CP	Co-requisite: Algebra 1 CP or Integrated Algebra & Geometry CP	9	5
Chemistry	CP	Algebra 1 CP or Integrated Algebra & Geometry CP	10, 11	7.5
Chemistry	CPE	Algebra 1 CPE or Algebra 1 CP, and Biology CPE Co-requisite: Geometry CPE	10, 11	7.5
Chemistry	H	Algebra 1 Co-requisite: For incoming Freshmen: Algebra 2 H, Algebra 2 CPE, or Geometry H; For Sophomores: Same as above or Geometry CPE	9, 10	7.5
AP Chemistry (AP Curr)	AP	Chemistry CPE or Chemistry H	11, 12	7.5
Biology 1	CP	Co-requisite: Algebra 1 CP	9, 10, 11	7.5
Biology 1	CPE	Co-requisite: Algebra 1 CPE or Geometry CPE	9, 10, 11	7.5
Biology 1	H	Chemistry	10, 11	7.5
AP Biology (AP Curr)	AP	Chemistry and Biology	11, 12	7.5
Anatomy & Physiology	CPE	Chemistry and Biology	12	7.5
Conceptual Physics	CP	Algebra 1 CP and Fundamentals of Geometry	11	7.5
Physics	CPE	Co-requisite: Algebra 2 CPE	11, 12	7.5
AP Physics 1	AP	Co-requisite: Algebra 2 CPE (UP-E&D Students Grade 11)	11, 12	7.5
AP Physics 2	AP	AP Physics 1 or Physics CPE Co-requisite: Precalculus CPE	12	7.5



SUBJECT	GROUPING	PREREQUISITE	GRADES OFFERED	H.S. CREDITS
AP Physics C	AP	Physics Co-requisite: Calculus	12	7.5
Selected Topics in Physics	H	AP Physics 1 or Physics CPE Co-requisite: Precalculus CPE	12	2.5
Astronomy	CP		11, 12	2.5
Contemporary Issues In Science	CP		11, 12	2.5
Horticulture	CP	Co-requisite: Biology	11, 12	5
Forensic Science	CPE	Chemistry and Geometry	11, 12	5
Environmental Science	CPE	Co-requisite: Conceptual Physics, Physics CPE, or AP Physics	11, 12	7.5
Marine Systems / Oceanography	CP	Prerequisite: Biology and Chemistry	12	5
UP-SMR-SAT Biology	H		9	10
UP-SMR-SAT Chemistry	H		10	10
UP-SMR-Human Anatomy	H		10	5
UP-SMR-AP Physics 1	AP		11	7.5
UP-SMR-Biomechanics	H		11	2.5
UP-SMR Science Research 1 (SUPA URP-150)	H		11	5
UP-SMR-Medical Issues	H		12	2.5
UP-Philosophy of Knowledge	H	See English for course description	12	2.5
UP-E&D-Biology 1	H		9	7.5
UP-E&D-Engineering Research Methods	H		9	2.5
UP-E&D-Introduction to Engineering Design	H		9	2.5
UP-E&D-Chemistry	H		10	7.5
UP-E&D-Engineering, Math, & Computer Applications	H		10	2.5
UP-E&D-Materials & Processing	H		10	2.5
UP-E&D-AP Physics 1	AP		11	7.5
UP-E&D-Principles of Engineering Seminar	H		11	2.5
UP-E&D-Digital Electronics	H		11	2.5

SUBJECT	GROUPING	PREREQUISITE	GRADES OFFERED	H.S. CREDITS
UP-E&D-Computer Science for Engineers	H		11	2.5
UP-E&D-Selected Topics in Physics	H	Prerequisite: AP Physics 1 or Physics CPE Co-requisite: Precalculus CPE	12	2.5
UP-E&D-Engineering Research Seminar	H		12	5
<b>SOCIAL STUDIES</b>				
World Civilizations	CP, CPE		9	5
World Civilizations	H		9	5
United States History 1	CP, CPE		10	5
AP United States History 1	AP		10	5
United States History 2	CP, CPE	U.S. History 1 CP, CPE	11	5
AP United States History 2	AP	AP U.S. History 1	11	5
United States History 2 FDU – Middle College Program	CPE	U.S. History 1 CP, CPE	11	5
American Studies	CPE	U.S. History 1 CP, CPE	11	5
Anthropology	CPE		11, 12	5
Economics	CPE		11, 12	5
AP Economics	AP		11, 12	5
Geography	CPE		10, 11, 12	5
Law and Human Rights	CPE		11, 12	5
AP Modern European History	AP		10, 11, 12	5
Psychology	CPE		11, 12	5
AP Psychology	AP	Psychology CPE (A or B Average) or Supervisor's Approval	12	5
Sociology	CPE		11, 12	5
Sports History	CPE		11, 12	5
UP-ISB-SAT 2 World History	H		9	5
UP-ISB-Critical Global Issues	H		9	5
UP-ISB-Global Financial Markets	H		10	5

SUBJECT	GROUPING	PREREQUISITE	GRADES OFFERED	H.S. CREDITS
UP-ISB-Global Economy: Trade, Poverty, & Wealth	H		11	5
UP-ISB-Managerial Business Decisions & Accounting	H		12	5
UP-ISB-21 <sup>st</sup> Century Issues	H		12	5
UP-Philosophy of Knowledge	H	See English for course description	12	2.5
<b>WORLD LANGUAGE</b>				
Chinese 1	H	Teacher Recommendation	9, 10, 11,12	5
Chinese 2	H	Chinese 1 H and Teacher Recommendation	10, 11, 12	5
Chinese 3	H	Chinese 2 H and Teacher Recommendation	11, 12	5
Chinese 4	H	Chinese 3 H and Teacher Recommendation	12	5
French 1	CPE		9, 10, 11,12	5
French 2	CPE	French 1 CPE	9, 10, 11,12	5
French 3	CPE	French 2 CPE	10, 11, 12	5
French 3	H	French 2 CPE and Teacher Recommendation	10, 11, 12	5
French 4	CPE	French 3 CPE, H	11, 12	5
French 4	H	French 3 CPE, H and Teacher Recommendation	11, 12	5
French Cinema, Culture, and Conversation	CPE	French 3 CPE or French 3 H	12	5
AP French 5	AP	French 4 H and Teacher Recommendation	12	5
Italian 1	CPE		9, 10, 11,12	5
Italian 2	CPE	Italian 1 CPE	9, 10, 11,12	5
Italian 3	CPE	Italian 2 CPE	10, 11, 12	5
Italian 3	H	Italian 2 CPE and Teacher Recommendation	10, 11, 12	5
Italian 4	CPE	Italian 3 CPE, H	11, 12	5
Italian 4	H	Italian 3 CPE, H and Teacher Recommendation	11, 12	5
Italian Cinema, Culture, and Conversation	CPE	Italian 3 CPE or French 3 H	12	5
AP Italian 5	AP	Italian 4 H and Teacher Recommendation	12	5
Spanish 1	CP		9, 10, 11,12	5

<b>SUBJECT</b>	<b>GROUPING</b>	<b>PREREQUISITE</b>	<b>GRADES OFFERED</b>	<b>H.S. CREDITS</b>
Spanish 1	CPE		9, 10, 11,12	5
Spanish 2	CP	Spanish 1 CP	10, 11, 12	5
Spanish 2	CPE	Spanish 1 CPE	9, 10, 11,12	5
Spanish 3	CPE	Spanish 2 CPE	10, 11, 12	5
Spanish 3	H	Spanish 2 CPE and Teacher Recommendation	10, 11, 12	5
Spanish 4	CPE	Spanish 3 CPE, H	11, 12	5
Spanish 4	H	Spanish 3 CPE, H and Teacher Recommendation	11, 12	5
Spanish Cinema, Culture, and Conversation	CPE	Spanish 3 CPE or Spanish 3 H	12	5
AP Spanish 5	AP	Spanish 4 H and Teacher Recommendation	12	5
School & Community Service Program			9,10,11,12	1.25

**AP – Advanced Placement    H – Honors    CPE – College Prep Enhanced    CP – College Prep**