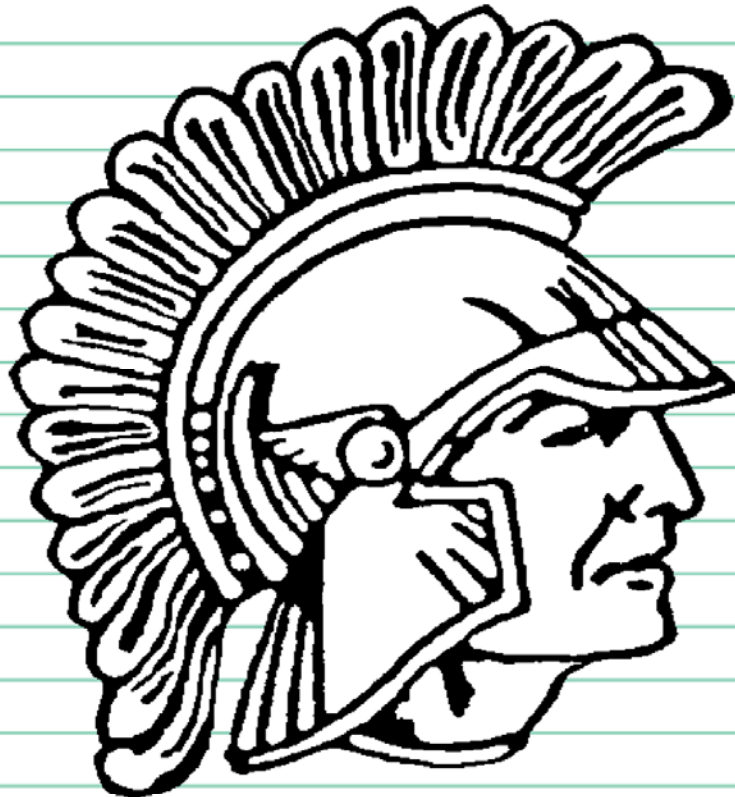


**Paramus  
High  
School**



**Course  
Directory  
2012-2013**

design by Mike Bessette

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**Equal Access to Educational Programs and Activities**

It is the policy of Paramus Public Schools not to discriminate on the basis of sex in its educational programs and activities which is consistent with Title IX of the 1972 Education Amendments and Title VI of the New Jersey Law forbidding discrimination on the basis of sex, race, creed, religion, national origin, socio-economic status or handicap.

Regulation No. 86.34 provides that an institution or agency may not: "Provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, home economics, music and adult education courses."

Inquiries regarding compliance with Title IX may be directed to Dr. Joseph Lupo, Superintendent of Schools (Interim); Ms. Carla Alvarez, Principal, West Brook Middle School; Mr. Thomas LoBue, Vice Principal, East Brook Middle School; or Mrs. Mary Lou Baird, Guidance Supervisor; Affirmative Action Officers, Paramus Public Schools, 145 Spring Valley Road, Paramus, New Jersey 07652.

**The Mission of the Paramus Public Schools is to develop all students as open-minded, life-long learners, who pursue their dreams and add value to the world.**

This guide was printed in January 2012, prior to the School Board Election in April 2012.

**PARAMUS HIGH SCHOOL**  
**GUIDANCE AND COUNSELING SERVICES**  
**(201) 261-7800 ext. 3110 or 3111**  
**Mary Lou Baird, Supervisor of Guidance**

**School Counselors:**

**Joseph Gencarelli**  
**Kelly Hunsberger**  
**Nicole Ives**  
**Ashwini Reddy**  
**Daura Schucker**  
**Sandra Vanderzee**  
**Student Assistance Counselor, Joseph Traina**

**High School Supervisors**

**Sean Adams – Supervisor of Secondary Education**  
**Donald Roll – Wellness/Physical Education**  
**Lisa Vartanian – Practical, Visual and Performing Arts and Music**  
**Lina Gudelis – English and Social Studies**  
**Louis Natalo – Business and World Language**  
**Michael Pilacik – Mathematics and Science**

Dear Students,

Choosing courses in high school is an important task in planning for your education these four years and beyond. Whatever your post-secondary plans, you must think carefully about your course selection each year. The choices you make now will have a significant impact on the choices open to you later.

Choosing course levels is another important decision. Your teachers know the requirements and difficulty of the various levels, and they know you. They will base their recommendations on your grades, homework history, class work, tests and quizzes. They will also consider how motivated you are and your level of self-discipline. Your teachers know what it takes to be successful in certain classes and give considerable thought to your recommended placement for next year.

Choosing electives is also important. Some students pick an elective because they think they know what career direction they will take. Others like to experiment with different kinds of courses. Some students pick courses they know nothing about, and others follow an interest they already have. You have many courses to pick from—have fun!

**Changing courses once the master schedule is built is very difficult. So—think carefully about your choices, talk to your counselor, parents and teachers and pick your courses carefully.**

## ACADEMIC ELIGIBILITY FOR ATHLETES

The New Jersey State Interscholastic Athletic Association, of which Paramus High School is a member, abides by eligibility rules. In order to be academically eligible for sports, a student must pass a certain number of credits each year or each semester.

To be eligible during the first semester for a fall and/or winter sport 12<sup>th</sup> graders (Class of 2013) **MUST HAVE PASSED 27.5 CREDITS DURING THE IMMEDIATELY PRECEDING ACADEMIC YEAR.** Summer School credits count in this total.

To be eligible during the first semester for a fall and/or winter sport 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders (Class of 2016, 2015 and 2014) **MUST HAVE PASSED 30 CREDITS DURING THE IMMEDIATELY PRECEDING ACADEMIC YEAR.** Summer School credits count in this total.

To be eligible during the second semester for spring sports (February 1 to June 30), 12<sup>th</sup> graders (Class of 2013) must have passed 13.75 credits in the previous semester (September-February). Full year credits shall be equated as credits passed during the immediately preceding semester. (For example: a full year 5 credit course would be counted as 2.5 credits for September 1 to January 31.)

To be eligible during the second semester for spring sports (February 1 to June 30), 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders (Class of 2016, 2015, and 2014) must have passed 15 credits in the previous semester (September-February). Full year credits shall be equated as credits passed during the immediately preceding semester. (For example: a full year 5 credit course would be counted as 2.5 credits for September 1 to January 31.)

**THESE ARE NJSIAA LEAGUE RULES AND NO EXCEPTIONS CAN BE MADE.**

### NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

**Athletes planning to continue participation in their sport on the college level must register with NCAA at the conclusion of grade 11.** Because the approved list of courses may change every spring, it is important that students maintain contact with their school counselors to assure that courses selected during the registration process are still accepted by the NCAA for the subsequent school year. Students are also encouraged to see their counselors to receive more complete information on NCAA eligibility requirements.

The purpose of registering with NCAA is to determine whether the student is a “qualifier” and can practice, compete, and receive athletic scholarships as a freshman. Part of that determination is based upon the student’s completion of a required number of core courses as approved by the NCAA. Registration is completed online and a form is generated which must be brought to the Guidance Office so that appropriate documentation can be sent to NCAA. **Athletes should speak to their coaches and obtain a Paramus High School Guide for the College Bound Athlete.**

### ATTENDANCE REQUIREMENTS

Students enrolled in courses at Paramus High School are required to attend all classes all the days and hours that the school is in session. Students who fail to observe the Board’s policy on attendance may be subject to either removal from the course/s or a grading penalty. Students may not enroll in summer school if they have not attended the failed course to its completion.

### CREDIT DETERMINATION

Credits are determined by the number of minutes of classroom instruction. One credit equals 1,440 minutes of instruction, and all subjects are evaluated equally. You can determine the number of credits a course is worth by the number of class meetings and length during the year. Courses meeting for a full year are given 5 credits. Courses meeting for a semester are given 2.5 credits. Courses that meet for one marking period only are given 1.25 credits.

### HONOR ROLL

Students earning all “A’s” (A-, A, A+) in an academic quarter will be notified of their High Honor Roll status. Students earning at least three “A’s” (A-, A, A+) and no other grade below a “B” (B-, B, B+) in an academic quarter will be notified of their Honor Roll status.

## Important Information Regarding AP Courses

Advanced Placement courses are college-level courses that provide students the opportunity to expand their educational experience beyond the regular program. Students who enroll in AP courses are expected to not only think critically and analyze, synthesize, and manipulate knowledge, but also to develop the study skills and time management skills necessary to succeed in this academically-rigorous environment.

### Entrance Criteria

Pathway 1 (Prerequisite Exists)*	Pathway 2 (No Prerequisite Exists)*
<ul style="list-style-type: none"><li>• Prerequisite Course<ul style="list-style-type: none"><li>○ 'A' minimum in college prep</li><li>○ 'B' minimum in honors/AP</li></ul></li><li>• Teacher recommendation</li></ul>	<ul style="list-style-type: none"><li>• Minimum overall GPA of 3.55</li><li>• Counselor endorsement</li></ul>

*\*Students should check the specific course description to determine if an AP course has a designated prerequisite or not.*

### Appeals Process

Students who do not meet the above entrance criteria, but would still like to consider enrolling in an AP course, may utilize the following process:

1. *Student submits a letter of appeal to relevant department supervisor stating reason(s) why he/she believes acceptance into the course is warranted.*
2. *Appeals committee reviews letter of appeal, examines student transcript, and seeks input from guidance counselor and relevant subject area teachers (and student, if deemed appropriate); committee then makes recommendation regarding enrollment in the course.*
3. *If student and parents disagree with the committee's recommendation, they may meet with the principal to further discuss their options, which include the signing of a waiver to enroll the student in the course.*

# SPECIAL PROGRAMS

## THE CAREER CENTER

The Career Center houses up-to-date career and college information. In addition to providing vocational material, Career Center personnel and school counselors work with individual students and groups of students to complete a variety of interest surveys to help students establish career goals. Many websites are also utilized to provide the most up-to-date information regarding occupations, vocational and technical schools, two and four year colleges, the armed services, financial aid and graduate schools.

All students are trained to use **Naviance**, a comprehensive career and college research program. Naviance is Internet based and can be accessed by students and parents at school or at home. Ninth graders are introduced to the program and choose user names and personal passwords which allow them to access Naviance throughout their four years of high school. In the tenth and eleventh grades, students meet in small groups for more detailed and individualized career exploration. Eleventh graders begin the college search process in small groups in the Career Center using Naviance. By the twelfth grade, students are familiar with the services of the Career Center which include visits to our school by college admission representatives from a wide variety of colleges and other resources used to complete the college search and application process.

Counselors assist students in establishing career goals through individual and group meetings. Necessary courses, part-time jobs, and volunteer work are suggested in order to meet the requirements recommended to enter a college and/or a future job.

The students have an opportunity to review many career options through exploration imbedded in some curriculum, through the use of Career Center resources, through NAVIANCE, through conferences with school counselors, and through participation in Career Day in grade 11.

## EXTENSION COURSE WORK

These extended educational programs include course work taken outside of the high school for which credit may be earned.

Possible Extension Areas: Virtual High School (VHS); Community colleges; colleges and universities; online courses (curriculum must be pre-approved by the content area Supervisor and the high school Principal); other secondary high schools; specialized schools; private approved schools.

**Courses taken on the college level receive “Honor” weighting. This includes courses taken on college campuses and courses offered at PHS through Syracuse University and Seton Hall University.**

## VIRTUAL HIGH SCHOOL (VHS)

Virtual High School (VHS) is a collaborative of more than 200 high schools from across the country and even around the world. VHS offers an opportunity to experience learning in a whole new way – via the Internet. VHS offers an opportunity to pursue an area of particular interest, one that is not covered by PHS curriculum.

This opportunity is open to 25 tenth, eleventh and twelfth graders each semester. Students must be self-motivated and self-disciplined. There is an application process which includes recommendations and a review of past academic achievement including patterns of meeting academic responsibilities.

Students who may be interested in participating in VHS should see the school counselor for further information.

## JOB TRAINING OPPORTUNITIES

The shared time program provides students with the opportunity to receive daily vocational/occupational training as part of their junior and/or senior year high school program. Academic subjects are taken at the “home” high school and students are then transported to the specialized occupational training sites.

Capri Institute – Cosmetology Training Center, offers PHS juniors and seniors a 1200 hour Cosmetology Course, taught on sight at Capri Institute from 12:00 to 4:00 p.m. The course is designed to teach a job readiness, comprehensive program in the practices and principles of hair, skin and nails. It is a state

approved course which leads to a professional license allowing a high school graduate to gain employment in a salon, spa or barbershop environment.

HoHoKus School of Trade and Technical Sciences, Paterson – This program provides students the opportunity to receive vocational/occupational training in the trades. The two-year program consists of four modules – Carpentry, Welding, Plumbing and Electrical. Mathematics and/or science credits may be earned through the programs.

HoHoKus School of Trade and Technical Sciences, Bergen Regional Medical Center – This program provides students the opportunity to receive occupational training as a Certified Nurse's Aide. The two year program consists of four modules – Communication, Home Health Aide, Certified Nurse Aide and Pharmacology. Mathematics and/or science credits may be earned through the programs.

### **THE SATELLITE PROGRAM**

The Central Technical Education Center located in Paramus offers training in a variety of trade clusters in modern and well-equipped shops. Teachers at the school have had a number of years in the technical trades and are well qualified in the preparation of their students for the vocational needs of the job market. The programs at the Satellite School are organized in eight trade clusters: Automotive, Construction, Electrical, Foods, Health Occupations, Office Occupations, Small Animal Care and Personal Services including Beauty Culture and Child Care.

These programs are planned for a three or four year training period and are open to students in grades ten, eleven and twelve. Students may apply to the Satellite School through their counselors. All academic classes and co-curricular activities are scheduled at Paramus High School which issues a diploma to the student at the time of graduation. Additionally, the Central Technical Education Center will issue trade training and vocational skill certificates to the students who meet all requirements. The Paramus Board of Education pays the tuition and provides transportation to the Program.

### **THE SENIOR EXPERIENCE**

Students who have completed grade 11 at PHS and have achieved a proficient score on the High School Proficiency Assessment (HSPA) in Literacy and Math are eligible to apply for the Senior Experience. The student with his or her counselor must draw up an appropriate plan such as enrollment in college courses, an internship program, or an apprenticeship program. The Senior Experience as individually designed may include attendance at PHS while fulfilling obligations elsewhere. Each plan approved by the Credentials Committee with final approval by the Principal is unique.

### **SPECIAL EDUCATION PROGRAM**

The Special Education Program is designed to help specially identified students further develop their skills in reading, written expression, grammar, and all aspects of language arts. It also provides individualized instruction in mathematics, history, science, and world language. Students also receive help with other subjects in a small group setting.

Credit toward graduation is given as with any other course in the high school. Admission to this program is gained with the recommendation of the Child Study Team and the development of an IEP (Individual Education Plan).

### **SUMMER SCHOOL**

Paramus has an approved New Jersey State Department Summer School. Students who have failed specific courses may take review classes, taken with the approval of the Principal or designee. These courses run two hours and ten minutes daily. (See Summer School Bulletin for details.)

## GRADUATION REQUIREMENTS

The graduation requirements below include requirements put forth by the State of New Jersey and by the Paramus School District and can be subject to change.

English	4 years	20 credits
Social Studies		
World History	1 year	5 credits
US History 1 & 2	2 years	10 credits
Math		
(One must be Algebra)	3 years	15 credits
(beginning with the class of 2014 Algebra and Geometry required)		
Science		
Class of 2013		
Biology	1 year	5 credits
Physical Science	2 years	10 credits
Class of 2014 and 2015		
Biology	1 year	5 credits
Physical Science	2 years	10 credits
(beginning with the class of 2014 students will be required to earn 5 credits in either chemistry, environmental science or physics in addition to biology and one other course.)		
Class of 2016 and thereafter		
Physics	1 year	5 credits
Chemistry	1 year	5 credits
Biology	1 year	5 credits
World Language		
	1 year	5 credits
Physical Education		
PE 9 (3.75) Health 9 (1.25)	4 years	5 credits
PE10 (3.75) Driver Ed (1.25)		5 credits
PE11 (3.75) Health 11 (1.25)		5 credits
PE12 (3.75) Family Living (1.25)		5 credits
Practical Arts:		
	1 year	5 credits
Any combination of Business and/or Consumer, Family and Life Skills as identified in the Creative Arts Department course descriptions		
Visual/Performing Arts		
	1 year	5 credits
Financial Literacy		
(class of 2014 and thereafter)	½ year	2.50 credits
Total Credits		= 102.50

Students must take additional elective credits to accumulate a total of **120 credits to graduate.**

+

All students must show proficiency on the High School Proficiency Assessment (HSPA) in the areas of Literacy and Math. This test is given by the State of New Jersey in March of grade 11.

Although these are the basic requirements to attain a High School Diploma, most students planning to attend post-secondary institutions take advantage of the many additional course offerings at PHS.

All students in grades 9,10, and 11 must carry 35 credits per year. Seniors are required to take 32.50 credits (30 credits with written parental permission). **Seniors taking 30 credits must take 15 credits per semester.**

**(KEEP TRACK OF YOUR PROGRESS TOWARD GRADUATION)**

STUDENT NAME \_\_\_\_\_ Date of Graduation \_\_\_\_\_

**PARAMUS HIGH SCHOOL**  
**GRADUATION REQUIREMENTS CHECKLIST**

Counselor \_\_\_\_\_ Transfer Student Y\_\_\_\_ N\_\_\_\_

Transfer from \_\_\_\_\_ in grade \_\_\_\_\_

ENGLISH 9 \_\_\_\_\_  
ENGLISH 10 \_\_\_\_\_  
ENGLISH 11 \_\_\_\_\_  
ENGLISH 12 \_\_\_\_\_

PHYS ED 9 \_\_\_\_\_  
HEALTH 9 \_\_\_\_\_  
PHYS ED 10 \_\_\_\_\_  
DRIVER ED \_\_\_\_\_

WORLD STUDIES \_\_\_\_\_  
U.S. HISTORY I \_\_\_\_\_  
U.S. HISTORY II \_\_\_\_\_

PHYS ED 11 \_\_\_\_\_  
HEALTH 11 \_\_\_\_\_  
PHYS ED 12 \_\_\_\_\_  
FAM LIVING \_\_\_\_\_

ALGEBRA \_\_\_\_\_  
GEOMETRY \_\_\_\_\_  
MATH 3 \_\_\_\_\_

VISUAL/PERFORMING  
ARTS \_\_\_\_\_

PRACTICAL  
ARTS \_\_\_\_\_

BIOLOGY \_\_\_\_\_  
PHYS SCIENCE \_\_\_\_\_  
PHYS SCIENCE \_\_\_\_\_

FINANCIAL  
LITERACY \_\_\_\_\_

(Class of 2014 and thereafter)

WORLD LANG \_\_\_\_\_



CREDITS PER YEAR: 9<sup>TH</sup> \_\_\_\_\_ 10<sup>TH</sup> \_\_\_\_\_ 11<sup>TH</sup> \_\_\_\_\_ 12<sup>TH</sup> \_\_\_\_\_ TOTAL: \_\_\_\_\_

(TOTAL NEEDED 120)

HSPA (PROFICIENT) MATH \_\_\_\_\_ LANGUAGE ARTS \_\_\_\_\_

In order to be considered a 12<sup>th</sup> grader, a student must have earned a minimum total of 90 credits and be eligible to graduate in June or August of the 12<sup>th</sup> grade year.

In order to be considered an 11<sup>th</sup> grader, a student must have earned a minimum total of 60 credits.

In order to be considered a 10<sup>th</sup> grader, a student must have earned a minimum total of 30 credits.

## NATIONAL HONOR SOCIETY

1. **Scholarship** – a 3.55 weighted GPA or higher
2. **Leadership** – Six (6) points in the category  
Two points equals:  
Holding an office in a club or sport  
Being an active peer tutor  
Sitting on a faculty or administrative committee  
Being a member of the Municipal Drug Alliance  
Being chosen by school staff for leadership programs such as HOBY, RYLA, etc. and successful completion of the program.  
Activities must be school related. Proof of leadership should be provided via a brief letter from the coach, administrator, faculty member in charge, etc.  
Any student who does not accrue points via the above activities may be sponsored by up to 6 faculty members (teachers, counselors, coaches and/or school club advisors) to equal up to 6 points, thus recognizing that some people lead by example. One point equals being identified as a classroom leader by a faculty member via an anecdotal paragraph. A student will receive one point per faculty member.
3. **Service** – Six (6) points in the category – Service is defined as volunteering one's time to help others. If one is paid for work, it does not count as service. If one is mandated to complete work or if one receives a grade for one's work, it also does not count as service.  
One point equals five hours of completed service in a Paramus High School club or service performed with an athletic team. A letter from the club advisor or coach must be presented to earn these points.  
The letter must indicate the student's name, the number of hours of service completed and the type of service completed.  
One point equals five hours of documented work for organizations outside of PHS or for clubs that do not engage in traditional service. To earn these points, a letter on official letterhead must be presented for each event with the number of volunteer hours specified. No more than 3 points may be earned from organizations outside of PHS.  
Please note that students can earn one point per year for each year they participate on an athletic team or in a club. Hence, by the 11<sup>th</sup> grade, a student involved in a club or sport each year (grades 9, 10 and 11) can earn up to three points of service.
4. **Character** – Students must have a record of responsible citizenship and behavior. The following parameters describe behaviors unacceptable in a student of good character as verified by the PHS administration. Students involved in any of the following behaviors will not be admitted into the N.H.S.  
Being arrested on a school trip.  
Possessing a weapon on school grounds or at a school function.  
Possessing or being under the influence of an illegal substance on school grounds or at a school function.  
Threatening another student, teacher, administrator or staff member.  
Cheating or plagiarizing.  
Seriously violating any aspect of the discipline guide as described in the student handbook.  
Repeated violations of school rules.  
The faculty and administration will receive a list of all students eligible for NHS and will provide input of student's character.

The following pages contain descriptions of courses offered at PHS during the 2012-2013 school year. In some very few instances based upon student interest and student enrollment, courses may be added or deleted. These course descriptions are arranged alphabetically by subject area as follows:

<b>Department</b>	<b>Page</b>
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<b>Practical Arts.....</b>	<b>13-15</b>
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<b>ESL (English as a Second Language).....</b>	<b>26-27</b>
<b>Mathematics.....</b>	<b>27-32</b>
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Special thanks to Michael Bessette Class of 2015

For Cover Design



# Paramus High School

## **COURSE DESCRIPTIONS 2012-2013**

### **BUSINESS EDUCATION**

All of the following courses fulfill the Practical Arts requirement for graduation.

#### **INTRODUCTION TO BUSINESS No Prerequisite**

**9, 10, 11 Semester  
2½ Credits**

Students are exposed to the role of business in all economic systems. The basic economic problem of satisfying unlimited needs and wants with limited resources is discussed. Production and marketing systems are explored with an investigation of the application and effect of automation. The student explores government as a form of business and compares America's business system with those of other nations. Business ethics and social responsibility are discussed throughout the course as well as various career possibilities available in business.

#### **BUSINESS MANAGEMENT No Prerequisite**

**10, 11, 12 Semester  
2½ Credits**

Business Management is designed for the student whose goal is an analytical understanding of American business. Management systems and controls are analyzed, including a variety of effective managerial styles and theories. Business simulations and case studies requiring student input are an integral part of the course.

#### **FINANCIAL LITERACY Resource Room Prerequisite: IEP recommendation only**

**10, 11, 12 Semester  
2½ Credits**

This course is designed to educate students about the role money plays in the economy and how to wisely manage money earned. Topics include the role of banking – savings, loan, and checking; the responsible use of credit; insurance; investing – stocks, bonds, purchasing; and personal decision- making. Much of the course is taught through a highly visual computer simulation and inquiry based projects. Critical thinking decisions are made when students play the Stock Market Game both in class and competitively against other schools online. *Beginning with the class of 2014, this course is required for graduation and does not meet the practical art requirement.*

#### **FINANCIAL LITERACY No Prerequisite**

**10, 11, 12 Semester  
2½ Credits**

This course is designed to educate students about the role money plays in the economy and how to wisely manage money earned. Topics include the role of banking – savings, loan, and checking; the responsible use of credit; insurance; investing – stocks, bonds, purchasing; and personal decision- making. Much of the course is taught through a highly visual computer simulation and inquiry based projects. Critical thinking decisions are made when students play the Stock Market Game both in class and competitively against other schools online. *Beginning with the class of 2014, this course is required for graduation and does not meet the practical art requirement.*

#### **BUSINESS & PERSONAL LAW No Prerequisite**

**10, 11, 12 Semester  
2½ Credits**

This course emphasizes comprehension of both criminal and civil law governing both corporate and individual scenarios. The court system, contracts, agreements, warranties and legal terms are discussed to help students make better business and personal decisions in their careers. Frequent analysis is made of court cases used to develop understanding of legal responsibilities related to the real world.

#### **INTERNATIONAL BUSINESS No Prerequisite**

**10, 11, 12 Semester  
2½ Credits**

This course is designed to help students develop the appreciation, knowledge, business skills, and abilities needed to live and work in a global marketplace. Students will be involved in the study of international trade, global competition, organization structure and human resources management, culture and customs in business settings, government and political influences on business, foreign exchange, and international finance. Also, students will explore the impact of national and foreign debt, outsourcing, trade agreements, and civil conflict on the global economy.

**ACCOUNTING 1**  
**No Prerequisite**

**9, 10, 11, 12 Full Year**  
**5 Credits**

Accounting is the process of planning, recording, analyzing, and interpreting financial information. This course is designed to cover the financial operations of a proprietorship, presented in a complete accounting cycle that covers analyzing transactions, journalizing, posting, petty cash, financial statements, and adjusting and closing entries. Throughout the year, students work in groups to complete authentic, project-based assignments. The use of technology is incorporated in the classroom through the use of Excel spreadsheets and QuickBooks. Exposure to this information is valuable for any future career.

**ACCOUNTING 2 HONORS**

**10, 11, 12 Full Year**  
**5 Credits**

**Prerequisite: Accounting I or teacher approval**

This course builds on the information and skills covered in Accounting I, and is designed for students who have identified an interest in accounting or the business arena. Accounting fundamentals are stressed to provide an understanding of how this information-gathering system assists management to make business decisions. Several topics, such as payroll and income tax, are covered, and will provide students with the means to understand these topics not only on a business level, but on a personal one, as well. Students will benefit from the use of technology – QuickBooks – in the preparation of financial records. With the incorporation of this type of technology, students will learn first hand how to work with a program that is used by many accounting firms throughout the world. Through the use of authentic, project-based assignments, students will gain an experience that will help them prepare for the business environment – and beyond.

**SPORTS, ENTERTAINMENT, AND FASHION MARKETING**

**10, 11, 12 Full Year**  
**5 Credits**

**No Prerequisite**

This full-year course provides students with the opportunity to learn and apply marketing principles in the fields of fashion, travel, sports, entertainment, and recreation. The course is designed to teach fashion/travel/sports/entertainment management skills, such as contract negotiation, collective bargaining, the economics of fashion/travel/sports/entertainment marketing, etc. Areas covered include: advertising, apparel licensing, broadcast negotiations and programming, economics of the sport/entertainment industry, endorsements, event/stadium/arena management, facilities management, finance, global sport/entertainment marketing, labor relations, professional/intercollegiate/high school sports management, public relations, sponsorships, sports/entertainment law, and sports/entertainment marketing.

**MARKETING AND ENTREPRENEURSHIP HONORS**

**10, 11, 12 Full Year**  
**5 Credits**

**No Prerequisite**

Marketing and Entrepreneurship Honors introduces students to all aspects of business, from production to finance to marketing to management. The cognitive component of Marketing and Entrepreneurship Honors includes an understanding of the relationship between micro and macro economic factors, market analysis, legal requirements and taxes, strategies for forms of business ownership, risk assessment, and finance.

The students examine, in depth, marketing and business principles through cooperative learning, critical thinking, alternative assessment, problem solving and communication. This class explores some of the more detailed aspects of marketing and how they affect business. The course includes business simulations, an entire Entrepreneurship Segment, including taking an idea for a business venture from each student and developing a business plan. The class examines closely the trials and tribulations of business management as they look intently at our own in-house business venture, the school store that they help run. Students are strongly recommended to join our DECA program to put classroom activities into action. Instructional strategies include a school based enterprise, the **Spartan Shop**, daily computer/technology applications, real and/or simulated occupational experiences, and projects in the marketing function areas, such as those available through the **DECA** program of activities.

**In all sections of our Marketing and business classes, students are eligible and encouraged to join our DECA program. DECA prepares students for regional, state, and national conferences where they compete for awards and scholarships through the study of marketing competencies and role-play demonstrations.**

**WEB PAGE DESIGN**

**9, 10, 11, 12 Full Year**  
**5 Credits**

**No Prerequisite**

This course is designed to provide students the opportunity to develop professional-looking, quality web pages that encompass the organizational and formatting skills of web page construction. By analyzing and evaluating selected web sites, students will be able to collaborate with classmates on the characteristics of an exceptional web site. Furthermore, Web Page Design will provide students the foundation to successful

career opportunities. The skills developed in this class will enable students to create quality-looking websites, which is a valuable tool in the professional world.

**ADVANCED PLACEMENT MACROECONOMICS/MICROECONOMICS** **11, 12 Full Year**  
**Prerequisite: Cumulative GPA of 3.55 or higher AND Counselor Endorsement** **5 Credits**

Advanced Placement Macroeconomics provides students with a thorough understanding of the principles of both macro and microeconomics that apply to an economic system as a whole, as well as to individual firms. While the knowledge and understanding generally covered in college courses is the focus, the program places particular emphasis on the study of national income, price determination, economic elasticity, tax theory such as Laffer curves, and marginal cost curves. It also develops students' familiarity with economic performance measures, economic growth, and international economics.

Students in the course will be required to do extensive independent readings which will be formally assessed, in addition to the extensive summer assignments due the first week of school. For each unit students are required submit to a persuasive essay that addresses a critical question associated with that particular unit. All tests and quizzes are formatted in a style similar to the A.P. Exam and are based on all main concepts, themes, formulas, and models learned in readings and in class.

Students may opt to take the Advanced Placement Examination in Microeconomics.

Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

## **PRACTICAL ARTS**

**All of the following courses fulfill the Practical Arts requirement for graduation.**

**CLOTHING CONSTRUCTION I** **9, 10, 11, 12 Semester**  
**No Prerequisite** **2 ½ credits**

This course is designed to develop sewing skills through the construction of garments utilizing basic sewing techniques and commercial patterns. Students will become familiar with clothing construction techniques including pattern alterations, fabric selection and equipment usage.

**CLOTHING CONSTRUCTION II** **9, 10, 11, 12 Semester**  
**Prerequisite: Clothing Construction I** **2 ½ credits**

Clothing Construction II is designed for the experienced sewer to work more independently using commercial patterns. Students will choose patterns that demonstrate advanced competencies such as seam finishes, set-in sleeves, zipper applications, pleats, linings or suitable construction techniques as approved by the instructor.

**FASHION DESIGN** **10, 11, 12 Semester**  
**No Prerequisite** **2 ½ Credits**

This course introduces students to the world of fashion. Students will become aware of what influences fashion and how designers use the elements and principles of design to vary basic styles. Students will learn illustration techniques and basic sewing construction skills in order to enhance and change figure proportions.

**INTERIOR DESIGN** **10, 11, 12 Semester**  
**No Prerequisite** **2 ½ Credits**

The Interior Design course provides students with a basic knowledge of housing designs with an emphasis on architecture, floor plans, design and function of space. Students will be taught to understand, analyze, apply and evaluate the elements and principles of design as it pertains to decorating. Assessments will include written evaluations as well as hands-on projects and activities to demonstrate the students understanding of areas studied. Projects may be used for a portfolio collection.

**NUTRITION AND CULINARY ARTS (Not offered in 2012-2013)** **11, 12 Semester**  
**No Prerequisite** **2 ½ Credits**

In Nutrition and Culinary Arts, students will learn the elements of meal planning and how to buy and prepare a variety of nutritious foods according to the New Food Pyramid guidelines. Emphasis is placed on eating and selecting foods for wellness and good nutrition. This class includes a balance of class work, demonstrations, and hands-on experiences. Grades are based on written evaluations, lab work and class work/participation.

Nutrition and Culinary Arts is an excellent class to take if interested in pursuing a career in the food service industry.

**CULTURES AND CUISINES A (Not offered in 2012-2013)**

**11, 12 Semester**

**No Prerequisite**

**2 ½ Credits**

Travel around the world and sample Italian, French and Asian food specialties. Customs, geography, and recipes will be studied. Enjoy the fun of cooking in a group while preparing well-known foods from various cultures. This class includes a balance of class work, demonstrations, and hands-on experiences. Grades are based on written evaluations, lab work and class work/participation.

**CULTURES AND CUISINES B**

**11, 12 Semester**

**No Prerequisite**

**2 ½ Credits**

If you like to research, cook and taste new foods, step into our kitchen and try something new. Learn how to prepare popular Mexican, Greek and German foods. Customs, geography, and recipes will be studied. Learn to cook correctly, safely and prepare new and different dishes. This class includes a balance of class work, demonstrations, and hands-on experiences. Grades are based on written evaluations, lab work and class work/participation.

**CHILD DEVELOPMENT I**

**11, 12 Semester**

**No Prerequisite**

**2 ½ Credits**

This course instructs students on the physical, social/emotional, creative and intellectual growth and development of the preschool child ages 3-5. Students will study, observe, assess and work with young children on a regular basis in the Early Childhood Center. Self-reflection and hands-on learning experiences are vital components of this course. Through these authentic learning experiences, students will understand the forces that shape a child's development. Students considering a career path in teaching or other child related occupations should consider enrolling in this course.

**CHILD DEVELOPMENT II**

**11, 12 Semester**

**Prerequisite: Child Development I**

**2 ½ Credits**

In this course, students will study the development of children from conception to birth and infancy through age 2. Emphasis is placed on reproduction, pregnancy, prenatal development, birth, the newborn infant and the toddler. Birth control, infertility, and teenage pregnancy will also be addressed. Further observation and participation at the Early Childhood Center reinforces principles learned from Child Development I, encouraging a more serious look at teaching, early childhood education and other child related occupations.

**ENGINEERING DESIGN**

**9, 10, 11, 12 Full Year**

**No Prerequisite**

**5 Credits**

Engineers use imagination, judgment, and reasoning to apply science, technology, and mathematics to practical experiences. In this course students will actively participate in a series of practical, hands-on problem solving activities, both independently and collaboratively, to develop physical solutions to engineering-related problems. Through project-based activities, students will invent, innovate, and understand technologies, as well as utilize skills and concepts learned in mathematics and science classes, to discover new ideas in an engineering context. Multiple Engineering fields will be introduced and explored in this course.

**INTRODUCTION TO CAD (Computer Assisted Design)**

**10, 11, 12 Semester**

**No Prerequisite**

**2 ½ Credits**

Intro to CAD is designed for students planning to pursue careers in Engineering, Architecture and other related fields. Instruction emphasizes applications for drawing skills, including mechanical, electrical and architectural. Students experience extensive use of CAD for their problem solving and design work.

**3D GRAPHIC DESIGN**

**10, 11, 12 Semester**

**No Prerequisite**

**2 ½ Credits**

3D Graphic Design is for students who want to explore the exciting world of computer graphics or plan to attend an engineering college. Instruction includes the use of the computer to increase drafting skills and techniques on a variety of CAD systems. Students learn to use CAD to illustrate objects, apply materials to the objects, render them solid and animate them into motion.

**INVENTION AND DESIGN****10, 11, 12 Semester****No Prerequisite****2 ½ Credits**

Invention and Design emphasizes the design/problem solving process. Students learn to identify real world problems and are encouraged to research and develop solutions including the design and fabrication of models and prototypes.

**ELECTRONICS/ROBOTICS TECHNOLOGY I****10, 11, 12 Semester****No Prerequisite****2 ½ Credits**

This course is designed to provide students with a working knowledge of electronics in the twenty-first century. In our ever-changing technological society, the major force of change is in the electronics field. Throughout this course students are involved with numerous problem-solving activities which include the designing of projects such as multiple sensing devices and burglar alarms.

**ELECTRONICS/ROBOTICS TECHNOLOGY II****10, 11, 12 Semester****Prerequisite: Electronics/Robotics Technology I****2 ½ Credits**

Electronics/Robotics Technology II begins with a study of basic electronic principles and components that are used in technology today (computers, circuit boards, diodes, resistors, capacitors, sensors, LED's, and LCD's). Challenging investigations into the uses of technology lead the students into the study of robotics and how this technology has drastically changed the world in which we live. Students obtain a hands-on look at electronics and robotics applications through project construction, computer analysis, and testing of circuits. Lab work includes experimentation with circuits, competitions, and robotics programming.

**WOODTURNING****10, 11, 12 Full Year****No Prerequisite****5 Credits**

This course is designed to create an appreciation for the art of turning wood. Woodturning helps to foster artistic development, build confidence, pride and creative talent. Instruction emphasizes the proper use of tools as well as design, use of materials, various methods of construction and finishing. Woodturning gives students a comprehensive overview of the many processes of the wood lathe, between center turning, faceplate turning, segmented construction, and the various tools used in the process of woodturning.

**WOODS****10, 11, 12 Semester****No Prerequisite****2 ½ Credits**

This course is designed for students with an interest or talent in the area of woodworking. Projects created may include a picture frame, a custom made box, nameplate, and turned pen. The course encompasses the basic knowledge of wood along with concepts related to both hand tools and machine work. Comprehension and application of basic design techniques, joint construction and finishing techniques are stressed.

**WOODS I****10, 11, 12 Full Year****No Prerequisite****5 Credits**

Woods I provides opportunities for students to develop several of their interests and talents in the area of woodworking. Students create a custom made box followed by individually designed projects. Instruction stresses comprehension, application and evaluation of woodworking materials, techniques, and tools which include common hand tools and typical woodworking machines.

**WOODS II****11, 12 Full Year****Prerequisite: Woods or Woods I****5 Credits**

Woods II is designed to give the students the opportunity to apply woodworking techniques learned from Woods and Woods 1 and create advanced individualized projects. Woods II stresses practical applications including design, measuring, layout, materials, and construction associated with common woodworking as well as some specialized processes.

**VISUAL AND PERFORMING ARTS**

**All of the following courses fulfill the Visual and Performing Arts requirement for graduation.**

**ART I****9, 10, 11 12 Semester****No Prerequisite****2 ½ Credits**

This half-year course is an introduction to art at the secondary level. Fundamentals of art are covered stressing the study of art elements and principles of design in various media. Students will develop basic skills

in drawing, painting, and ceramics and gain an appreciation of the historical aspects of art. The curriculum allows students the opportunity to explore and create in a studio environment.

## **ART II**

**10, 11, 12 Full Year**

### **Prerequisite: Art I**

**5 Credits**

Art II builds on the knowledge and experience gained from completing Art I with more in depth exploration of aesthetic awareness, art critique, art history, and art appreciation. Through this course, students will be encouraged to explore their own individual art styles. Units of study include advanced drawing, painting, ceramics, printmaking, 3-dimensional art, and mixed media projects. Several field trip opportunities are integrated into the Art II curriculum.

## **ART I HONORS**

**11, 12 Full Year**

### **Prerequisite: Two Years of High School Art**

**5 Credits**

Art I Honors is designed for students wishing to prepare portfolios for art schools, colleges and for those students who seek a more intensive art experience. The class consists of studio work as well as homework in the areas of two-dimensional and three-dimensional art. Field trips, guest speakers, studio work and the study of art history are components of the honors curriculum.

## **ADVANCED PLACEMENT STUDIO ART**

**12 Full Year**

### **Prerequisite: Grade of B or higher in Art I Honors AND Teacher Recommendation**

**5 Credits**

AP Studio Art is intended for highly motivated students who are seriously interested in the study of art. This course is not based on a written exam; instead, students submit portfolios to the College Board for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios: 2- dimensional design, 3- dimensional design and Drawing and Painting, corresponding to the most common college foundation courses. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This course strives for quality, concentration, and breadth of production and experience in the investigation of drawing styles, techniques, and reflection of historical influences in drawing and painting. Students will be required to have 40 - 60 minutes of sketchbook assignments completed on a regular basis (3 or 4 assignments a week), and will also have periodic assignments in several college level art studies books that will be provided by their teacher. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

## **INTRODUCTION TO 3 DIMENSIONAL ART**

**9, 10, 11, 12 Semester**

### **Prerequisite: Art I**

**2 ½ Credits**

This semester course promotes an understanding of the design and fabrication of art in 3-dimensional mediums. Students will be given an opportunity to explore areas such as sculpture, jewelry making, textiles, and clay. Art elements of form, shape, and texture will be stressed as well as the technical use and applications of appropriate tools.

## **DRAWING AND PAINTING**

**9, 10, 11, 12 Semester**

### **Prerequisite: Art I**

**2 ½ Credits**

Drawing is the basis for most creative expression. The development of both aesthetic and technical skills will be emphasized through a range of drawing assignments and various media. Painting exploration and the study of color will evolve from this foundation. Students will have an opportunity to focus on the elements of composition as they express themselves in tempera, watercolor and acrylic paints.

## **COMPUTERS IN ART**

**9, 10, 11, 12 Semester**

### **No Prerequisite**

**2 ½ Credits**

This course introduces students to the creation of art utilizing the computer as the tool. Students will use basic to complex design and composition techniques along with the processes of the Adobe Creative Suite. With a heavy emphasis on Photoshop, the course delves into the world of graphic design and pushes the medium to its limits to create original fine artwork. Ultimately, students will create visuals that will enhance any communication media; from the graphics for a web site to a physical piece of museum quality artwork.

## **ADVANCED PLACEMENT HISTORY OF ART**

**10, 11, 12 Full Year**

### **Prerequisite: Cumulative GPA of 3.55 or higher AND Counselor Endorsement**

**5 Credits**

AP Art History is designed to provide the same benefits to secondary school students as those provided by a college course in art history. In this course, students examine major forms of artistic expression, from the ancient world to the present, and from a variety of cultures. They learn to analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way, framing an

understanding that relates how and why works of art communicate visual meaning. Assessment will be based on the student's ability to apply fundamental art and art historical terminology, and an analysis of works of art in context, to historical evidence and interpretation. The students will examine such issues as politics, religion, patronage, gender, and ethnicity as it applies to art. Students are expected to complete extensive readings, including interpretation and analysis of complex information, and be tested on that knowledge through weekly quizzes and examinations. The writing process will be an emphasis throughout the course, as it will apply to both assessment of the material and understanding of the context. The student will also participate in a variety of museum visits based on the curriculum material.

**Students enrolled in this course have an opportunity to gain college credit through the Fairleigh Dickinson University Middle College program.** Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

### **PHOTOGRAPHY I**

**10, 11, 12 Semester**

#### **No Prerequisite**

**2 ½ Credits**

Photography I introduces students to the world of photography from a technical and creative viewpoint. This course centers on the study of traditional black and white photography as it stands as a fine art form. Students learn how to use manual cameras in order to achieve correct exposure, focus, and composition. They gain the technical knowledge and experience of developing film and photographic prints. Through critiques and discussions, students further articulate their ideas and develop their artwork to make a social commentary or narrative. As a complement to the traditional processes of black and white, the course also ventures into digital photography and computer manipulation.

### **PHOTOGRAPHY II**

**10, 11, 12 Semester**

#### **Prerequisite: Photography I**

**2 ½ Credits**

Photography II offers accomplished Photography I students the chance to create a portfolio of images that show evidence of technical mastery in the darkroom and on the computer as well as more direct personal expression. Students will use manual SLR film and digital cameras to make photographs of their own life and the world around them in a manner that strives to be professional in composition and intention. The course will delve further into commercial uses of photography as well as experiment in the more fine art aspects of the medium.

### **PHOTOGRAPHY III**

**11, 12 Semester**

#### **Prerequisite: Photography I & II**

**2 ½ Credits**

Photography III offers advanced photography students an opportunity to continue to study the masters of photography and advanced photographic techniques through studio work, field trips, and in class discussions. Students will work with the 35mm SLR, medium format, and digital cameras in order to develop a range of original photographic series that explore composition, documentation, and narration. Students will design a personally directed curriculum by proposing several projects during the semester. By the end of the course, students will produce a large-scale professional portfolio and create a public exhibition of their work.

### **THE ART OF VIDEO I**

**10, 11, 12 Semester**

#### **Prerequisite: Photography I or Art I**

**2 ½ Credits**

This course provides students with the foundations for creative and expressive art making by introducing video art as a medium of contemporary art. Instruction includes the history of video art and video artists along with the technical, creative, and experimental aspects associated with creating and editing video. In addition, students will learn the history of animation and the steps needed to create animation including stop animation and clay animation. Students will explore a variety of techniques associated with video including video camera operations, lighting, audio, and acting. Students will create original videos based on pre-production, production and post-production techniques including scriptwriting, storyboards and digital editing.

### **THE ART OF VIDEO II**

**10, 11, 12 Semester**

#### **Prerequisite: The Art of Video I**

**2 ½ Credits**

The Art of Video II provides students the opportunity to further develop their understanding of the history, craft, and development of video art. Students will analyze and discuss the work of contemporary video artists and compare video art to other art forms. Students will refine their skills in the pre-production, production and post-production techniques of video making and continue to develop their editing techniques utilizing digital editing technology. This course continues to build on prior knowledge of video making including scriptwriting, storyboarding and digital editing techniques to create an original portfolio of their work.

**DOCUMENTARY FOR SOCIAL CHANGE****11, 12 Semester****Interdisciplinary with English****2 ½ Credits****Prerequisite: Successful completion of Photo I or successful completion of a writing elective or teacher approval**

Students explore groundbreaking work by photographers, filmmakers, and journalists in traditions spanning anthropology, sociology, photojournalism, documentary, and creative nonfiction. This work serves as a model for student projects that allow for interaction with other communities and cultures to give both the students and the people they interact with a voice about social issues that are part of their lives. Students will create two large-scale documentary projects.

**MUSIC****MUSIC TECHNOLOGY 1****10, 11, 12 Semester****No Prerequisite****2 ½ Credits**

Music Technology 1 gives students hands-on experience using professional music studio equipment and software. In a new state-of-the-art music technology lab, students will be introduced to audio recording and editing, MIDI sequencing, loop and beat-based production, as well as notation, orchestration, composition, and live audio recording. Students will produce audio CDs, MP3 files and musical scores geared towards their own musical preferences and goals.

**MUSIC TECHNOLOGY 2****10, 11, 12 Semester****Prerequisite: Music Technology 1 or teacher approval****2 ½ Credits**

Music Technology 2 provides students who have taken the Music Technology 1 course with more advanced work in a specific area of the music production industry. Students will focus on either notation for composing/arranging or audio/MIDI production for music creation or for video applications. Skills learned in the Music Technology 1 class are refined and improved in this course. In addition, students will learn to use industry standard digital recording equipment and software in a hands-on environment to complete music projects in a manner consistent with the professional music industry.

**PIANO LAB 1****9, 10, 11, 12 Semester****No Prerequisite****2 ½ Credits**

Piano Lab 1 requires no previous piano experience. Students interested in learning piano will be taught through the use of basic keyboarding skills. In addition, this course will enrich the study of music for current band, orchestra, and choir students. Students considering entering college as a music major/minor are strongly encouraged to take Piano Lab 1 and 2. Piano/keyboard skills are essential to the study of music theory, ear training, advanced performance and education.

*It is mandatory that all students enrolled in Piano Lab 1 have access to a piano or keyboard at home for daily practice. The Piano Lab courses are performance based with homework expectations taking the form of individual practice outside of class. The Piano Lab teacher will provide recommendations for acquiring a piano or keyboard instrument. Paramus High School does not supply students with instruments.*

**PIANO LAB 2****9, 10, 11, 12 Semester****Prerequisite: Piano Lab 1 or teacher approval****2 ½ Credits**

Piano Lab 2 is designed for the experienced pianist/musician with a focus on accompaniment and performance techniques beyond written notation. Popular and jazz performance skills, accompaniment for singers and musical theater, as well as the use of piano/keyboards in developing comprehensive music skills will be the focus of this course.

*It is mandatory that all students enrolled in Piano Lab 2 have access to a piano or keyboard at home for daily practice. The Piano Lab courses are performance based with homework expectations taking the form of individual practice outside of class. The Piano Lab teacher will provide recommendations for acquiring a piano or keyboard instrument. Paramus High School does not supply students with instruments.*

**MUSIC APPRECIATION****9, 10, 11, 12 Semester****No Prerequisite****2 ½ Credits**

This course gives a comprehensive overview of the elements, styles, and history of music from 500 B.C. to the present day. Students will develop listening skills, musical awareness and knowledge in the elements of music, composers, form and style within a historical perspective. In addition, instruction will include guest musicians, class discussions, critique, field trips, musical analysis and illustrations from important works.

## **INTRODUCTION TO MUSIC THEORY**

**9, 10, 11, 12 Full Year**

### **No Prerequisite**

**5 Credits**

This course stresses the comprehension and application of the elements of music: harmony, rhythm, melody and form. Emphasis is on the technique of musical notation, four-part harmony, fundamental terminology, the modern scale and its evolution, musical style, and ear training. This course is for students with either a special talent for or interest in music.

## **ADVANCED PLACEMENT MUSIC THEORY**

**10, 11, 12 Full Year**

**Prerequisite: Grade of A or higher in Introduction to Music Theory**

**5 Credits**

### **AND Teacher Recommendation**

AP Music Theory is unique in that it is a single class that encompasses both college-level music theory and ear-training/aural skills, which at the collegiate level are offered as separate courses. The AP exam reflects the nature of the course, with students receiving a composite score, an aural score, and a non-aural score. This course requires a high degree of commitment to both academic and artistic work. Students are expected to complete extensive written homework, practice musical material learned in class by singing, playing piano/keyboard, and their primary instrument/voice, and compose music in a creative manner while respecting guidelines established by a given musical tradition.

Topics covered include the elements of music, advanced notation skill, composition, analysis, and, to some extent, history and style with an emphasis on common practice music composition established by great composers of the late 17<sup>th</sup> and 18<sup>th</sup> centuries. Aural skills include sight-singing using a moveable 'do' solfège system, and musical dictation: rhythmic, melodic, and harmonic. Strong musical notation skills, technical ability on an instrument, and performance in school or other formal musical ensembles are strongly suggested. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

## **BAND**

**9, 10, 11, 12 Full Year**

### **No Prerequisite**

**5 Credits**

Band is designed for the student with previous instrumental music experience or for the beginning student interested in learning to play an instrument. Emphasis is placed on individual, small group and ensemble instruction.

### **1. CONCERT BAND**

The Concert Band provides students with the experience of playing in a large instrumental group. All areas of music are explored and programmed from the symphonic staples of band literature to popular arrangements. The Concert Band performs in several concerts throughout the school year and is heard in conjunction with other music department groups. All concert band students are members of marching band.

### **2. MARCHING BAND**

The Spartan Marching Band performs during the fall sports season. It provides the half-time shows for all the football games. Marching Band gives the students the opportunity to learn the discipline of marching techniques and the wide variety of music associated with this type of group. The Band also takes part in various parades during the year.

**NOTE: MARCHING BAND PARTICIPATION IS A MANDATORY REQUIREMENT OF THE CONCERT BAND CURRICULUM.**

## **BAND (WIND ENSEMBLE) HONORS**

**10, 11, 12 Full Year**

**Prerequisite: Teacher Recommendation**

**5 Credits**

Selected by auditions, students in Wind Ensemble receive honors credit for Band. This small performing group is made up of specific instrumentation. This group plays college-level music and represents the Music Department at outside concerts as well as performing at school concerts. **All wind ensemble students are members of marching band.**

## **ORCHESTRA**

**9, 10, 11, 12 Full Year**

### **No Prerequisite**

**5 Credits**

Orchestra is available to all students in grades 9-12 who play violin, viola, cello, bass or harp. Proper technique, music theory, history and appropriate rehearsal/performance disciplines are reinforced and maintained during large group rehearsals. This performance-based class includes a study of the finest music in orchestral literature from various time periods. Small group lessons are provided each week and attendance at all concerts is mandatory. In addition, the Orchestra meets as a club after school once a week and students receive activity credits. Students are eligible to enroll in Band and Orchestra concurrently.

Students who play Winds and Brass are welcome to enroll in Orchestra; however, they must also enroll in Band.

### **CHAMBER STRINGS HONORS**

**10, 11, 12 Full Year**

**Prerequisite: Teacher Recommendation**

**5 Credits**

Chamber Strings Honors is a group of 20 to 30 advanced string players. The students are selected to perform by the director based upon playing ability and reliability. Participating students receive honors credit for Orchestra, attend lessons each week, and follow the department's schedule of performances. Students will perform at concerts, festivals, civic affairs, and special events.

### **CONCERT CHOIR**

**9, 10, 11, 12 Full Year**

**No Prerequisite**

**5 Credits**

Concert Choir provides students the opportunity to learn and perform choral music. It provides students with a fundamental musical background as related to the choral experience. Emphasis is placed on the technique of singing and vocal development. Attendance at concerts is mandatory serving as a performance final exam.

### **CONCERT CHOIR HONORS (PREMIERS)**

**10, 11, 12 Full Year**

**Prerequisite: Teacher Recommendation**

**5 Credits**

The Prem1ers is comprised of Concert Choir students who are the most advanced, both vocally and musically. Students in Prem1ers receive honors credit and are chosen to perform by the director on the basis of reliability and ability. These students are expected to progress at an accelerated pace and to perform more difficult music. One evening rehearsal each week is required for Prem1ers students in addition to the regular daily schedule. Attendance at concerts is mandatory serving as a performance final exam.

## **DANCE**

### **DANCE 1**

**9, 10, 11, 12 Semester**

**No Prerequisite**

**2 ½ Credits**

Dance 1 is a general introduction to high-level dance training and technique, including the health and wellness of the dancer. The course introduces students to different genres of dance as well as the dance of different cultures. In addition to exploring the aesthetic and performance of dance, students develop an understanding of the art of choreography by studying works of major artists in the field and by the creation of original dances.

### **DANCE 2**

**9, 10, 11, 12 Semester**

**Prerequisite: Dance 1 or teacher approval**

**2 ½ Credits**

Dance 2 builds upon the skills and knowledge acquired in Dance 1. The focus of Dance 2 is on developing mastery in techniques in various genres, different cultures, the creative process of choreography, and benefits of health through dance. Dance 2 provides additional opportunities to explore history, improvisation, performance, and dance analysis. Students will be given an opportunity to work as an ensemble and study more advanced choreographic topics to enhance creativity and individualism. Student participation in dance performance is required. Dance may be taken for one or more semesters with teacher approval.

## **THEATER ARTS**

### **ACTING 1**

**9, 10, 11, 12 Semester**

**No Prerequisite**

**2 ½ Credits**

Acting 1 is designed to introduce students to the physical and vocal elements of an actor's work. Exercises in movement, pantomime, and improvisation develop concentration and dramatic imagination. Units on interpretation of poetry and prose expose students to the range of actor choices available to enhance a writer's work. Scene study enables students to practice the composite skills of acting and analysis of dramatic literature. Two additional units explore the history of World Theater and careers in theatre and related arts. *Opportunities for performance before a live audience are frequently presented.*

### **ACTING 2**

**9, 10, 11, 12 Semester**

**Prerequisite: Acting 1**

**2 ½ Credits**

This second level of Acting is designed to broaden the knowledge, ability, and experience of the serious acting student. Work involves more in-depth script analysis and scene study. Techniques of acting, character interpretation, and performance styles are covered. Additional focus is placed on preparation of monologues and audition techniques. *Opportunities for performance before a live audience are frequently presented.*

# ENGLISH

## **ENGLISH 9 RESOURCE ROOM**

**9 Full Year  
5 Credits**

**Prerequisite: IEP recommendation only**

The primary focus of this course is on reading and writing, with attention to vocabulary and grammar, and speaking, listening, and viewing skills folded into instruction and assessment. Instruction will include literature circles and independent reading. District Writing Outcomes require all students to complete papers that address narration, argumentation, personal response to text, and research, though writing is also used as an instructional tool and as a mode for assessment.

## **ENGLISH 9 COLLEGE PREP**

**9 Full Year  
5 Credits**

**No Prerequisite**

The primary focus of this course is on reading and writing, with attention to vocabulary and grammar, and speaking, listening, and viewing skills folded into instruction and assessment. Instruction will include literature circles and independent reading. District Writing Outcomes require all students to complete papers that address narration, argumentation, personal response to text, and research, though writing is also used as an instructional tool and as a mode for assessment.

## **ENGLISH 9 HONORS**

**9 Full Year  
5 Credits**

**Prerequisite: Teacher Recommendation based on honors criteria;  
Additional structured summer reading assignment**

The primary focus of this course is on reading and writing, with attention to vocabulary and grammar, and speaking, listening, and viewing skills folded into instruction and assessment. Instruction will include literature circles and independent reading, which, though grounded in student choice, comes from a list based on works likely to appear on the free response question of the AP Literature exam. District Writing Outcomes require all students to complete papers that address narration, argumentation, personal response to texts, and research, using both print and electronic sources, though writing is also used as an instructional tool and as a mode for assessment.

## **ENGLISH 10 RESOURCE ROOM**

**10 Full Year  
5 Credits**

**Prerequisite: IEP recommendation only**

The purpose of this course is to extend student understanding of the reading and writing process through a carefully scaffolded learning experience. Vocabulary and grammar become part of students' tool kits as they engage in using speaking, listening, and viewing to explore literature and other kinds of texts. The overarching concept for all literary reading is "The Self in Relation to Society." Present in full-class readings, this theme is also found in literature circles and independent reading. District Writing Outcomes require all students to complete papers that address narration, argumentation, personal response to texts, and research using both print and electronic sources, though writing is also used as an instructional tool and as a mode for assessment. Performance assessments are used to evaluate student understanding of concepts through connections made in new arenas such as digital stories, original movies, weblogs, and podcasts. Finally students engage in analysis of writing style by way of author studies, visual and written representations of theme, and critique of media messages.

## **ENGLISH 10 COLLEGE PREP**

**10 Full Year  
5 Credits**

**Prerequisite: Successful Completion of English 9 CP**

The purpose of this course is to extend student understanding of the reading and writing process. The expectation for student independence in reading and writing increases at this level as does the expectation for insight and critical thinking in those areas. The class pace is quicker and the depth of material covered is greater. Vocabulary and grammar become part of students' tool kits as they engage in using speaking, listening, and viewing to explore literature and other kinds of texts. The overarching concept for all literary reading is "The Self in Relation to Society." Present in full-class readings, this theme is also found in literature circles and independent reading. District Writing Outcomes require all students to complete papers that address exposition, argumentation, personal response to text, and research using both print and electronic sources, though writing is also used as an instructional tool and as a mode for assessment. Performance assessments are used to evaluate student understanding of concepts through connections made in new arenas such as digital stories, original movies, weblogs, and podcasts. Finally students engage in analysis of writing style by way of author studies, visual and written representations of theme, and critique of media messages.

**ENGLISH 10 HONORS****10 Full Year  
5 Credits****Prerequisite: Teacher Recommendation based on honors criteria;  
Additional structured summer reading assignment**

The purpose of this course is to extend student understanding of the reading and writing process. The expectation for student independence in reading and writing increases at this level as does the expectation for insight and critical thinking in those areas. The class pace is quicker and the depth of material covered is greater. Vocabulary and grammar become part of students' tool kits as they engage in using speaking, listening, and viewing to explore literature and other kinds of texts. The overarching concept for all literary reading is "The Self in Relation to Society." Present in full-class readings, this theme is also found in literature circles and independent reading. District Writing Outcomes require all students to complete papers that address exposition, argumentation, personal response to text, and research using both print and electronic sources, though writing is also used as an instructional tool and as a mode for assessment. Performance assessments are used to evaluate student understanding of concepts through connections made in new arenas such as digital stories, original movies, weblogs, and podcasts. Finally students engage in analysis of writing style by way of author studies, visual and written representations of theme, and critique of media messages.

**ENGLISH 11 RESOURCE ROOM****11 Full Year  
5 Credits****Prerequisite: IEP recommendation only**

Expectations for student insight in their reading and writing continue to be carefully scaffolded, with vocabulary, speaking, listening, and viewing skills folded into instruction and assessment. The overarching concept for all literary reading is "The Reader as Writer." Present in full-class readings, as well as student texts, students examine works intertextually, a type of academic reading they may choose to continue with other works on this theme found in literature circle and independent reading. District Writing Outcomes require all students to complete papers that address narration, argumentation, personal response to text, and research using both print and electronic sources, though writing and performance assessment tasks are also used as instructional tools and as modes for assessment. Finally students learn strategies for success on high-stakes tests, including the HSPA, PSAT/SAT, and ACT.

**ENGLISH 11 COLLEGE PREP****11 Full Year  
5 Credits****Prerequisite: Successful Completion of English 10 CP**

Expectations for student insight in their reading and writing move from being carefully scaffolded to greater student independence, with vocabulary, speaking, listening, and viewing skills folded into instruction and assessment. The overarching concept for all literary reading is "the reader as writer". Present in full-class readings, as well as student chosen texts, students examine works intertextually, a type of academic reading they may choose to continue with other works on this theme found in literature circle and independent reading. District Writing Outcomes require all students to complete papers that address narration, argumentation, personal response to text, and research using both print and electronic sources, though writing and performance assessment tasks are also used as instructional tools and as modes for assessment. Finally, students learn strategies for success on high-stakes tests, including the HSPA, PSAT/SAT, and ACT.

**ENGLISH 11 HONORS****11 Full Year  
5 Credits****Prerequisite: Teacher Recommendation based on honors criteria;  
Additional structured summer reading assignment**

Expectations for student insight in their reading and writing move from being carefully scaffolded to greater student independence, with vocabulary, speaking, listening, and viewing skills folded into instruction and assessment. The overarching concept for all literary reading is "The Reader as Writer". Present in full-class readings, as well as student chosen texts, students examine works intertextually, a type of academic reading they may choose to continue with other works on this theme found in literature circle and independent reading, which, though grounded in student choice, comes from a list based on works likely to appear on the free response question of the AP Literature exam. District Writing Outcomes require all students to complete papers that address narration, argumentation, personal response to text, and research using both print and electronic sources, though writing and performance assessment tasks are also used as instructional tools and as modes for assessment. Finally, students learn strategies for success on high-stakes tests, including the HSPA, PSAT/SAT, and ACT.

**ENGLISH 12 RESOURCE ROOM****12 Full Year  
5 Credits****Prerequisite: IEP recommendation only**

Students bridge the gap from high school to college reading and writing using vocabulary, listening, speaking, and view skills to demonstrate critical thinking. "Global Perspectives" is the overarching understanding in full-class readings, which include nonfiction, fiction, poetry, and drama, in the first semester and student-chosen

fiction and nonfiction as relating to self-selected problem based issues in the second semester. Students are introduced to reading and writing through the lens of various types of literary criticism, as well as contemporary issues via writer's workshops, literature circles, and independent reading. This course advances the student's ability to write clearly and coherently by emphasizing the writing process. Technology and self-directed reading/writing is prevalent in the second semester. District Writing Outcomes emphasize and require all students to complete writing projects that address narration (the college essay), and research using both print and electronic sources.

### **ENGLISH 12 COLLEGE PREP**

**12 Full Year**

**Prerequisite: Successful completion of English 11CP**

**5 Credits**

Students bridge the gap from high school to college reading and writing using vocabulary, listening, speaking, and viewing skills to demonstrate critical thinking. "Global Perspectives" is the overarching understanding in full-class readings, which include nonfiction, fiction, poetry, and drama, in the first semester and student-chosen fiction and nonfiction as relating to self-selected problem based issues in the second semester. Students are introduced to reading and writing through the lens of various types of literary criticism, as well as contemporary issues via writer's workshops, literature circles, and independent reading. This course advances the student's ability to write clearly and coherently by emphasizing the writing process. Technology and self-directed reading/writing is prevalent in the second semester. District Writing Outcomes emphasize and require all students to complete writing projects that address narration (the college essay), and research using both print and electronic sources. The focus of this course is to prepare students with skills and strategies for success on college entrance placement tests and college entry-level English courses.

### **ENGLISH 12 HONORS**

**12 Full Year**

**Prerequisite: Teacher Recommendation based on honors criteria;**

**5Credits**

**Additional structured summer reading assignment**

Students bridge the gap from high school to college reading and writing using vocabulary, listening, speaking, and viewing skills to demonstrate critical thinking skills. The class pace, depth of material, as well as expectancy for independent work is much greater at this level. "Global Perspectives" is the overarching understanding in full-class readings, which include nonfiction, fiction, poetry, and drama in the first semester and student-chosen fiction and nonfiction as relating to self-selected problem based issues in the second semester. Students are introduced to reading and writing through the lens of various types of literary criticism, as well as contemporary issues via writer's workshops, literature circles, and independent reading. This course advances the student's ability to write clearly and coherently by emphasizing the writing process. Technology and self-directed reading/writing is prevalent in the second half of the year. District Writing Outcomes emphasize and require all students to complete writing projects that address narration (the college essay), and research using both print and electronic sources. The focus of this course is to prepare students with skills and strategies for success on college entrance placement tests and college entry-level English courses.

### **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**

**11, 12 Full Year**

**Prerequisite: Grade of B or higher in the student's current Honors Level**

**5 Credits**

**Language Arts Course or a grade of A or higher in the student's current CP Level Language Arts course AND Teacher Recommendation (AP readiness rubric in grade 10); additional structured summer reading assignment**

Advanced Placement English Language and Composition is designed to help students become skilled readers of prose written in a variety of rhetorical contexts, and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the ability to write in any context. All reading in this course is college level, including the work of Pulitzer-Prize-winning master essayists, political leaders, scientists, and journalists from many different time periods.

Students will be asked to read several essays each marking period, and to respond to them in writing, through double entry journals and other forms of written analysis. In addition, each marking period, students will be expected to write an original essay which is inspired by the writing techniques of one of the professional

writers whose work we have studied. All students will be expected to complete several timed practice AP exam essays (analysis of a text in response to a prompt) and several objective sections each marking period. All students will read essays regularly at home, and record their reactions in two or three double entry journals per marking period. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

### **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**

**12 Full Year  
5 Credits**

**Prerequisite: Grade of B or higher in the student's current Honors Level Language Arts Course or a grade of A or higher in the student's current CP Level Language Arts course AND Teacher Recommendation; additional structured summer reading assignment**

Advanced Placement English Literature and Composition is a college-level course for students who have demonstrated advanced proficiency in literary analysis and writing. Structure, meaning, and rhetoric are studied so that students may identify the values and assumptions that underlie an author's use of language in many forms of discourse. Reading will include an intensive study of challenging and representative works from various genres and periods, concentrating on works of recognized literary merit. Students will read a combination of novels, plays, and complex poetry.

Students will be expected to complete frequent short writing assignments and literature logs, which require an in-depth, close-reading of the text, for all full-length texts. Short reading tests are also frequently given. Students will also complete a literary research paper in the second semester of the course. Preparation for the AP Literature exam is provided. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

*This course fulfills the senior English requirement.*

### **LANGUAGE ARTS LITERACY LAB**

**9, 10, 11, Semester  
2 ½ Credits**

**Prerequisite: Partially Proficient Score on the NJASK 8 and/or Pre-HSPA assessment**

Students scoring "Not Proficient" on state assessments **must enroll** in this course so that their strengths and weaknesses may be assessed, addressed, and monitored.

### **LANGUAGE ARTS LITERACY LAB (AHSA – Alternative H.S. Assessment)**

**12 Semester  
5 Credits**

**Prerequisite: Partially Proficient score on the HSPA in Language Arts**

Students who have not passed the Language Arts section of the HSPA during the March testing of their junior year **must** enroll in the AHSA Lab. Students who fail again in October of their senior year must successfully complete the AHSA process in order to graduate.

## **ENGLISH ELECTIVES**

Students may opt to take the following English electives IN ADDITION to their required English course each year. The purpose of these electives is to enhance student appreciation and understanding in areas related to the required English curriculum. By choosing to take these courses, students have an opportunity to further explore areas of specific interest.

Seniors also may elect to participate in two of the following courses, designated with an asterisk (\*), to fulfill a 5-credit English requirement for graduation. Each of the designated classes will address all five Language Arts Literacy standards required by the state of New Jersey. Twelfth graders must have achieved "Proficiency" on the NJ HSPA in order to opt for two electives, rather than English 12 CP.

### **AMERICAN FILM IN CONTEXT AND CULTURE**

**10, 11, 12 Semester  
2 ½ Credits**

**Prerequisite: Successful completion of English 9**

This course emphasizes visual literacy and perception while taking a historical approach to the motion picture as art form. Background and critical reading are required as are written evaluations of films being viewed in class.

- \*COMMUNICATIONS AND MEDIA FOR THE 21<sup>ST</sup> CENTURY** 11, 12 Semester  
**Prerequisite:** Successful completion of English 9 and 10; 11<sup>th</sup> grade participation requires Teacher Recommendation; no prerequisite for grade 12 2 ½ Credits
- Students examine the importance of media literacy in our changing society, analyzing the influence of print and broadcast advertising, television, and other forms of mass media in the shaping of public values, opinions, and self-images. The class learns through hands-on assignments, reading, discussion of controversial media issues, and exploration of topics with experts in the field.
- SAT PREP: CRITICAL READING AND WRITING** 10, 11 Semester  
**No Prerequisite** 2 ½ Credits
- Vocabulary, verbal reasoning, and reading comprehension are essential to good performance on the SAT. This course provides students with a close review of these units. *This course is highly recommended for any student who plans to take the SAT and go on to college.*
- \*GREAT BOOKS AND IDEAS HONORS** 11, 12 Semester  
**Prerequisite:** 11<sup>th</sup> grade participation requires completion of English 10 Honors or a final grade of B or better in English 10 CP 2 ½ Credits  
 12<sup>th</sup> grade participation requires completion of English 11 Honors or a final grade of B or better in English 11 CP
- Great Books is designed to help students discover what literature has to say about the individual and his/her place in the world. Students actively search for meaning in challenging texts, discuss important ideas they have discovered, and share their critical reflections by writing about those works. *Purchase of materials from the Great Books Foundation is strongly recommended for participants in this course.*
- CREATIVE WRITING** 10, 11, 12 Semester  
**No Prerequisite** 2 ½ Credits
- Designed as a writing workshop, students build portfolios of their writings in various genres. All writing is based in student interest; development of that writing is achieved through one-to-one conferencing with the instructor.
- \*EXPOSITORY WRITING** 11, 12 Semester  
**Prerequisite:** Successful completion of English 9 and 10 2 ½ Credits
- Emphasis in this course is on three major areas of writing typical in college writing classes: the Personal Essay, Reading Like a Writer, and Argumentation. Students in this course are expected to read and be comfortable integrating their own ideas with the ideas they find in text.
- THE ART OF WRITING: ENHANCING VOICE THROUGH PERSONAL EXPRESSION** 9, 10 Semester  
**No Prerequisite** 2 ½ Credits
- So you think you can write? Get out of the box and take some compositional risks! Discover your voice as a writer and explore genres from poetry through essay in this fully differentiated class that brings each individual writer closer to his or her personal best. You will leave this class with a significantly increased level of confidence in your ability as a writer.
- \*SHUPA CREATIVE NONFICTION HONORS** 11, 12 Semester  
**Prerequisite:** 11<sup>th</sup> grade participation requires completion of English 10 Honors or a final grade of B or better in English 10 CP 2 ½ Credits  
 12<sup>th</sup> grade participation requires completion of English 11 Honors or a final grade of B or better in English 11 CP
- Creative nonfiction is a new genre that utilizes fiction-style writing techniques (such as scenes, precise description, dialogue, and flashback) within writing that represents what is real. This course involves close reading and “shared inquiry” seminar-style discussion of several works by leading contemporary essayists and journalists, in addition to a writing workshop in which students write their own essays. *Enrollment in the Seton Hall Project Acceleration (SHUPA) program at a cost of approximately \$225.00 yields three college credits for those students who successfully complete the class.*
- JOURNALISM 1** 9, 10, 11, 12 Semester  
**No Prerequisite** 2 ½ Credits
- Students who are interested in learning about the profession of journalism or who are interested in publishing their writing in the school newspaper are encouraged to take this course. Insofar as possible, the classroom will resemble a working newsroom. Students will act as reporters. Successful stories appear in the *Forum Press*, Paramus High’s award-winning newspaper.

**JOURNALISM 2****10, 11, 12 Semester****Prerequisite: Journalism 1****2 ½ Credits**

This follow-up to Journalism 1 allows students to practice editing and layout skills and to research and write challenging, in-depth stories geared for publication in the *Forum Press*.

**JUNIOR GREAT BOOKS****9, 10 Semester****No Prerequisite****2 ½ Credits**

For the student who enjoys reading and inquiring with others into the ideas inherent in fine literature, Junior Great Books stimulates students to read, think, discuss, and write about works selected by the Great Books Foundation. Participation in this class may or may not lead to participation in Great Books and Ideas Honors; however, this course is good preparation for students who wish to move from College Prep English to Honors English. *Purchase of materials from the Great Books Foundation is strongly recommended for participants in this class.*

**DOCUMENTARY FOR SOCIAL CHANGE****11, 12 Semester****Interdisciplinary with Creative Arts****2 ½ Credits****Prerequisite: Successful completion of Photo I or successful completion of a writing elective or teacher approval**

Study of groundbreaking work by photographers, filmmakers, and journalists in traditions spanning anthropology, sociology, photojournalism, documentary, and creative nonfiction serve as a model for student projects that allow for interaction with other communities and cultures to give both the students and the people they interact with a voice about social issues that are part of their lives. Students will create two large-scale documentary projects.

**ENGLISH AS A SECOND LANGUAGE (ESL)****ESL BEGINNING COURSE****9, 10, 11, 12 Full Year****Prerequisite: Teacher recommendation and results of standardized state assessments.****5 Credits**

Students will focus on oral proficiency, listening comprehension, reading comprehension, and writing. Particular attention will be focused on improving pronunciation and fluency. Students will use fiction and non-fiction texts to apply their ability in the areas of pronunciation, listening, reading comprehension, vocabulary knowledge, speech and presentation, and writing. While practicing their English language abilities to communicate in social settings, students will enhance their academic language skills through vocabulary building, identification of contextual clues, and eventual application of sequencing, inductive, and deductive reasoning. In class readings and discussions will culminate in reflective writings and oral presentations. This course satisfies 5 credits toward the English graduation requirement.

**ESL INTERMEDIATE COURSE****9, 10, 11, 12 Full Year****Prerequisite: Teacher recommendation and results of standardized state assessments.****5 Credits**

Students will continue to expand the skills acquired and enhanced at the Beginner level. Focus will be on understanding and using grammar for application in communication, reading, and writing. Vocabulary building, reading comprehension, and writing will be applied, with special attention to advanced grammatical structures. This course satisfies 5 credits toward the English graduation requirement.

**ESL ADVANCED COURSE****9, 10, 11, 12 Full Year****Prerequisite: Teacher recommendation and results of standardized state assessments.****5 Credits**

Students will continue to expand the skills acquired and enhanced at the Intermediate level. Focus will be on reading, analyzing, discussing, and writing about various literary texts. SAT vocabulary and complex grammatical structures will also be studied. Preparation for the HSPA reading and writing sections will be given as well as preparation for the TOEFL (ESL alternative ACT/SAT test). Students will learn and apply the elements of essay writing, which will result in the drafting of the following essays: persuasive, compare/contrast, and critical. This course satisfies 5 credits toward the English graduation requirement.

**SUBJECT REINFORCEMENT****9, 10, 11, 12 Full Year  
5 Credits****Prerequisite: Teacher recommendation and results of standardized state assessments.**

This course will reinforce speaking, listening, reading, and writing skills in conjunction with the subjects presently being taught. Individual instruction will be given to students as needed to reinforce understanding of English words that are germane to the subject.

**MATHEMATICS**

In an effort to ensure student success, many of the courses listed below have recommended pre- and/or co-requisites. Besides successful completion of the prior course in the math sequence, at the appropriate level, the teacher's recommendation is very important for each course. Other considerations when placing students may include standardized test scores, performance on qualifying assessments, satisfactory completion of summer assignments, etc.

**ALGEBRA 1 RESOURCE ROOM****9 Full Year  
5 credits****Prerequisite: IEP recommendation only**

The course gives students a fundamental understanding of the algebraic structure of the real number system. The review of arithmetic is integrated with the introduction of variables, expressions, equations and mathematical properties. It applies these basic properties to the study of equations, graphing, and polynomials at a level geared towards individual learning needs. This course is year 1 of a 2 year continuum and is followed by Algebra 2.

**ALGEBRA 2 RESOURCE ROOM****10 Full Year  
5 credits****Prerequisite: Algebra 1 Resource Room  
IEP recommendation only**

The course gives students further opportunities to enhance their understanding of the algebraic structure of the real number system, as well as an in-depth understanding of concepts introduced in Algebra 1. Algebra 2 builds upon concepts studied in the year 1 curriculum, but broadens the level of knowledge and rigor, and requires more focus on application and problem solving. It applies these basic properties to the study of equations, graphing, and polynomials at a level geared towards individual learning needs.

**ALGEBRA I RESOURCE ROOM****9, 10 Full Year  
5 credits****Prerequisite: IEP recommendation only**

The course gives students a thorough understanding of the algebraic structure of the real number system. It applies these basic properties to the study of equations, graphing, and polynomials at a level geared towards individual learning needs.

**ALGEBRA 1****9, 10 Full Year  
5 credits****Prerequisites: Teacher Recommendation AND inability to meet CP criteria**

This course gives students a thorough understanding of the algebraic structure of the real number system. It applies these basic properties to the study of equations, graphs, and polynomials.

**ALGEBRA 1 COLLEGE PREP****9, 10 Full Year  
5 Credits****Prerequisite: Math 8 and CP criteria achieved**

This course introduces the language of sets and the algebraic structure of the real number system. It applies the basic properties of this algebraic structure to the study of equations, inequalities and polynomials. It stresses the comprehension of relations, functions, and extensive graphing of equations, inequalities, relations and functions. There is some discussion on the properties of exponents and radicals and their application to quadratic equations. Elementary probability is introduced.

**ALGEBRA 1 HONORS****9, 10 Full Year  
5 Credits****Prerequisites: Math 8 and honors criteria**

The study of Algebra 1 Honors establishes comprehension of the real number system after an introduction to the general concept of sets, together with the basic properties and operations of arithmetic. There is extensive application of deductive reasoning in the proving of theorems. The course stresses the comprehension of relations and functions as defined by equations and inequalities. Emphasis is placed on the graphing of relations and functions, especially linear and quadratic. Polynomials, including their factoring, and the solution of algebraic problems involving linear functions are introduced. Finally, the concept of probability is introduced or further developed.

**GEOMETRY RESOURCE ROOM** 10, 11, 12 Full Year  
**Prerequisite: IEP Recommendation only** 5 credits  
The focus of this course is on giving students a thorough understanding of specific geometric topics at the appropriate level of difficulty. Emphasis is on understanding and exploring real-world applications and discovering concepts through hands-on and activity-based lessons.

**GEOMETRY** 10, 11 Full Year  
**Prerequisite: Algebra 1 or Algebra 1 CP** 5 credits  
The focus of this course is on giving students a thorough understanding of specific geometric topics at the appropriate level of difficulty. Emphasis is on understanding and exploring real-world applications and discovering concepts through hands-on and activity-based lessons.

**GEOMETRY COLLEGE PREP** 9, 10, 11 Full Year  
**Prerequisites: Algebra 1 CP or Algebra 1 AND Teacher Recommendation** 5 Credits  
This course focuses on the comprehension and application of theories concerning congruence and similarity of straight-line figures and circles (plane geometry). Topics include: angles, parallel and perpendicular lines, congruent triangles, applications right triangles, elementary trigonometry and characteristics of quadrilaterals and other polygons. There are extensions into the third dimension (solid geometry). Comprehension and application of deductive reasoning (proofs) is developed. Students are asked to apply geometry concepts, algebraic methods and reasoning to do problem solving.

**GEOMETRY HONORS** 9, 10, 11 Full Year  
**Prerequisites: Algebra 1 Honors or Algebra 1 CP AND Teacher Recommendation** 5 Credits  
This is presented as an integrated course of two-dimensional (plane) and three-dimensional (space) geometry. The course relates algebra and geometry by concurrently developing analytical and deductive methods. It emphasizes proofs and the application of the Pythagorean Theorem. Concepts of equality, congruence and similarity of sets of points, lines and planes are developed and applied to the discussion of the properties of geometric figures.

**ALGEBRA II RESOURCE ROOM** 10, 11, 12 Full Year  
**Prerequisite: Algebra I Resource Room** 5 credits  
**IEP recommendation only**  
The course reviews the basic structures of algebra and the real number system. It includes further study of polynomials. Emphasis is placed on relations and functions, including inequalities and linear and quadratic functions. All work is geared toward individual learner needs.

**ALGEBRA 2** 11, 12 Full Year  
**Prerequisites: Algebra 1 and Geometry** 5 Credits  
This course reviews the basic structure of algebra and the real number system. It includes further study of polynomials. Emphasis is placed on relations and functions, including inequalities and linear and quadratic functions. There is exposure to logarithms and applications to the solution of word problems. There is also an introduction to right triangle and elementary trigonometry.

**ALGEBRA 2 COLLEGE PREP** 10, 11, 12 Full Year  
**Prerequisites: Geometry CP or Geometry AND Teacher Recommendation** 5 Credits  
This course reviews the basic structures of algebra and the real number system and expands upon it. It includes further study of first degree equations and inequalities, with emphasis on relations and functions, including systems and matrices. Quadratic functions and inequalities are explored, as are polynomial functions. The number system is extended to include irrational and complex numbers. There is exposure to advanced functions such as exponential and logarithmic relations. This course emphasizes applications, and technology is integrated as an instructional tool.

**ALGEBRA 2 AND TRIGONOMETRY HONORS** 10, 11,12 Full Year  
**Prerequisites: Geometry Honors or Geometry CP AND Teacher Recommendation** 5 Credits  
This course continues the study of the structure of the real number system and all its properties. It expands the study of relations and functions to include inequalities, absolute value functions, composition of functions, as well as inverse, exponential, logarithmic, polynomial and trigonometric functions. There is emphasis on the binomial theorem. This course extensively studies graphs of the above-mentioned functions and solutions of polynomial equations, and it extends the number system to include complex numbers. Trigonometric concepts are introduced – right triangle trigonometry, trigonometric identities, graphs of trigonometric functions, and applications of trigonometry.

**CONSUMER MATH RESOURCE ROOM****12 Full Year****Prerequisite: IEP recommendation only****5 Credits**

The course will develop a better understanding of basic math concepts while exposing students to both the mathematical and technological skills essential to enhancing their knowledge base in Mathematics. Consumer Math offers each student math instruction through a real world context. The student will participate in various life-skill explorations including: how to compute wages, how to pay bills and maintain a budget, what is involved in furnishing, purchasing insurance, shopping, and the mathematics associated with cooking, sports, vacation and travel.

**TRIGONOMETRY****11, 12 Semester****Prerequisites: Algebra 2 CP or Algebra 2 AND Teacher Recommendation****2 ½ Credits**

**Students who have successfully completed Algebra 2 Honors, Math Analysis CP, Math Analysis AB, or Math Analysis BC Honors are not eligible to take this course**

This course defines the six trigonometric functions and determines functions of several angles. Trigonometric functions are applied to the solutions of triangles. Proving identities and solving conditional equations are emphasized. Formulas for the sum and difference of two angles, double angles, and half angles are developed. Circular functions related to the trigonometric functions are studied, as are the graphs of the six trigonometric functions.

**PROBABILITY AND STATISTICS****11, 12 Semester****Prerequisite: Algebra 2 CP or Algebra 2 AND Teacher Recommendation****2 ½ Credits**

This course stresses analysis, synthesis and the presentation of data, the interpretation of measures of central tendency, and the concepts of permutations and combinations to the solution of counting problems. Dependent, independent and mutually exclusive events are discussed as they relate to the solution of elementary probability problems. Application is also made of the normal and binomial distributions to approximate the probability of events.

**MATHEMATICAL ANALYSIS COLLEGE PREP****11, 12 Full Year****Prerequisites: Algebra 2 CP AND Teacher Recommendation****5 Credits**

This course builds on the mathematical foundations developed in Algebra 1, Algebra 2 and Geometry. It exposes students to other useful mathematics including conics, polynomial and rational functions, graphing and transformations, trigonometry, various technology and real-world applications. This course will prepare students for the *Calculus CP* course.

**MATHEMATICAL ANALYSIS AB HONORS****11, 12 Full Year****Prerequisites: Algebra 2 Honors or Algebra 2 CP AND Teacher Recommendation****5 Credits**

This course is intended for those students who successfully complete Algebra 2 Honors, have a strong mastery of algebra and geometry and wish to prepare for the AB Advanced Placement Calculus course or a college mathematics course. It introduces the sketching and analysis of algebraic functions, expands these to include trigonometric functions, triangle trigonometry and the solution of trigonometric equations. It also includes the theory and solution of equations. The course examines the above topics in an analytical manner using algebraic techniques and in a graphical manner using the graphing calculator as an instructional tool.

**MATHEMATICAL ANALYSIS BC HONORS****11, 12 Full Year****Prerequisites: Algebra 2 Honors AND Teacher Recommendation****5 Credits**

This course reviews the sketching and analysis of algebra and transcendental functions. It expands the students' knowledge to include parametric and vector functions. It includes the theory and solution of equations and complex numbers. Systems of equations are also studied. Polar coordinates, parametric equations, and polar functions are studied. The topics of sequences and series and limits are used to develop the basic concept of the derivative, if time allows. This course is intended for those students who have exceptional skills in algebra and geometry and wish to prepare for an Advanced Placement Calculus Course (BC or AB) or a first year college calculus course.

**CALCULUS COLLEGE PREP****11, 12 Full Year****Prerequisites: Mathematical Analysis AB or Mathematical Analysis CP AND Teacher Recommendation****5 Credits**

This course will expose the student to the basic concepts taught in a first course in calculus. The topics learned will be taught with an emphasis on real world (scientific, economic, and business) applications. A

student taking this course will be prepared for another course in calculus taken at the college level. However, it will not prepare the student for an Advanced Placement (AP) Examination in calculus.

### **ADVANCED PLACEMENT CALCULUS AB**

**11, 12 Full Year**

**Prerequisite: Grade of B or higher in Mathematical Analysis AB or Grade of A or higher in Mathematical Analysis CP AND Teacher Recommendation**

**5 Credits**

This course is the equivalent of calculus at the collegiate level which is required for students majoring in one of the sciences or pursuing pre-professional training. The course parallels instruction in advanced physics. Instruction focuses initially upon basic functions with most of the later emphasis on differential and integral calculus. The course focuses upon developing student understanding of the broad concepts of calculus and providing experience with its methods and applications. Specifically, it develops the concept of limits and applies that concept to the determination of derivatives of algebraic functions. Integration in conjunction with derivatives and transcendental functions are introduced along with their derivatives and integrals. More than a course where students master content, they are also asked to apply differentiation and integration to problems involving the determination of such things as instantaneous rate of change, lengths, areas, volumes, maxima and minima. In working problems, too, the students will be able to arrive at solutions from a graphical, numerical and analytical point of view as well as relate mathematical skills to appropriate technology.

Assignments include extensive readings from college-level texts in anticipation of approximately two to three exams per marking period using the AP model for assessment that, in addition to objective questions, includes open-ended inquiries. There are also frequent quizzes addressing shorter units of study. All assessments are diversified with some responses permitting the use of calculators and other instances where calculators are not permitted. One major project is completed annually requiring students to apply concepts acquired in the course. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

### **ADVANCED PLACEMENT CALCULUS BC**

**11, 12 Full Year**

**Prerequisites: Grade of B or higher in Mathematical Analysis BC or grade of A or higher in Mathematical Analysis AB AND Teacher Recommendation**

**5 Credits**

This course is the equivalent of a college-level course in calculus, which is required for students majoring in the physical sciences or engineering. The course parallels instruction in advanced/AP Physics. Instruction focuses upon the calculus of functions of a single variable. It includes all topics covered in Calculus AB as well as additional content. Particular foci for the BC level include the exploration of infinite series, polynomial approximations and Taylor and Power Series. Analysis of planar curves given in parametric, polar and vector form is also addressed. Pacing of this course is rapid, with the entire AB curriculum (content and applications) completed by the mid-term exam in January.

Assignments include extensive readings from college-level texts in anticipation of approximately two to three exams per marking period using the AP model for assessment that, in addition to objective questions, includes open-ended inquiries. These exams are diversified with some responses permitting the use of calculators and other instances where calculators are not permitted. One major project is completed annually requiring students to apply concepts learned in the course. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

### **ADVANCED PLACEMENT STATISTICS**

**11, 12 Full Year**

**Prerequisite: Grade of B or higher in Mathematical Analysis Honors or Grade of A or higher in Mathematical Analysis CP AND Teacher Recommendation**

**5 Credits**

This course is the equivalent of a one-semester college-level statistics course. It is appropriate for most students who will pursue studies at the university level that require the analysis and interpretation of quantitative and/or categorical data. Students enrolled in this course will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: students explore data, describing patterns imbedded in the data as well as departures from patterns; study sampling and experimentation techniques, planning, and conducting studies; make predictions about, and anticipate patterns by, exploring random phenomena using probability and simulation; and focus on statistical inference as students estimate population parameters and test hypotheses.

Students will be expected to frequently read and review texts, articles, and notes. Free-response inquiries modeled after the AP exam are used frequently as tools for learning, concept reinforcement, and practice.

Assignments include extensive readings from college-level texts and completion of problem sets in anticipation of approximately two exams per marking period. In addition to objective questions, these exams include open-ended inquiries. One major project is completed annually requiring students to apply concepts learned in the course. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

### **MATH SAT PREP**

**10, 11 Semester  
2 ½ Credits**

**Prerequisite: Grade 11: Algebra and Geometry**

**Grade 10: Algebra with a corequisite of Geometry**

Students will be given the opportunity to learn the mathematical techniques as well as mathematical concepts (arithmetic, algebra, geometry, functions, graphing, and advanced techniques) used on the SATs. *This course is highly recommended for any student who plans to take the SAT and go on to college.*

### **COMPUTER SCIENCE 1**

**9, 10, 11, 12 Semester  
2 ½ Credits**

**Pre- or Co-requisite: Algebra 1**

This course introduces the organization and physical characteristics of a digital computer. The binary and hexadecimal number systems are introduced, along with a brief overview of the history of computers. Computer programming concepts are introduced with the GameMaker development environment, and extended using the Java programming language. Programming topics include basic computations with various data types, variables, input and output, and control flow statements.

### **COMPUTER SCIENCE 2 HONORS**

**10, 11, 12 Full Year  
5 Credits**

**Prerequisite: Computer Science 1 or Algebra 2 Honors AND  
Teacher Recommendation**

This course provides an introduction to structured programming using the Java language, and is preparation for Advanced Placement Computer Science. Programming techniques will be extended beyond those learned in Computer Science 1. Although taught on a specific computer with a specific version of Java, techniques are applicable to any computer hardware and any programming language. Major topics include control flow, object oriented design, graphical user interfaces, algorithm development and analysis, debugging and error handling, and recursion.

### **ADVANCED PLACEMENT COMPUTER SCIENCE A**

**11, 12 Full Year  
5 credits**

**Prerequisites: Grade of B or higher in Computer Science 2 Honors or grade of  
A or higher in Computer Science 1 AND Teacher Recommendation**

This course is the equivalent of a first semester college-level course in computer science, designed for students who will pursue studies at the university level that require the analysis and interpretation of information and the design of algorithms. The course is designed to introduce and develop the object-oriented programming paradigm using Java. Students are exposed to all of the Java constructs and library classes in the AP Java subset. The GridWorld case-study is explored thoroughly. Major concepts include object-oriented design, algorithm design and implementation and data structures. The course also has as foci design and problem solving, not the particulars of a specific language. Although the core concepts are studied in the context of the Java language, they are more widely applicable and can be applied to any language the student learns in the future.

Students enrolled in this course must diligently practice writing computer programs based on prompts provided to the class. These programs will need to be completed on the computer as well as written by hand, which is the expectation of the AP program as embodied by the AP exam. Supplementary assignments are provided requiring students to develop algorithms for solving problems which ultimately leads to the strengthening of programming skills. Assignments include extensive readings from college-level texts in anticipation of approximately 4 exams per marking period using the AP model for assessment that, in addition to objective questions, includes open-ended inquiries. The writing of programs is significant. On a small scale, this is a daily expectation. Additionally, at least once a month, students are presented with a problem which they must resolve "from scratch" and design all responses and programs to address it. One major project is completed annually requiring students to apply concepts acquired in the course and necessitating design work as well as thorough explanations. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

**MATH LAB****9, 10, 11 Semester  
2 ½ Credits****Prerequisite: Partially Proficient on the NJ ASK 8 and/or Pre HSPA assessment**

This course is designed for students who need to upgrade their math skills in order to pass the State-mandated HSPA. Emphasis is placed on general mathematical and HSPA skill competence. This course is planned to fit the needs of individual students as indicated by performance regarding fundamental processes of arithmetic and mathematical information. Students scoring "Partially Proficient" on either the NJ ASK 8 or PreHSPA assessments **must enroll** in this course so that their strengths and weaknesses may be determined and addressed.

**MATH LAB (AHSA – Alternative H.S. Assessment)****12 Semester  
2 ½ Credits****Prerequisite: Partially Proficient score on the math section of the HSPA**

Students who have not passed the math portion of the HSPA in the spring of junior year **must enroll** in the AHSA Lab. Students who fail the HSPA again in October of their senior year **must** successfully complete the AHSA process in order to graduate.

**SCIENCE**

In an effort to ensure student success, many of the courses listed below have recommended pre- and/or co-requisites. Besides successful completion of the prior course in the science sequence, at the appropriate level, the teacher's recommendation is very important for each course. Other considerations when placing students may include standardized test scores, performance on qualifying assessments, satisfactory completion of summer assignments, etc.

**PHYSICS (9) RESOURCE ROOM****9 Full Year  
5 credits****Prerequisite: IEP recommendation only****Basic understanding of concepts found in Algebra 1**

This introductory class for first-year students is designed to acquaint students with the basic rules of nature – physics. The science content area of physics presented in familiar English, with mathematical equations serving as guides to thinking. Instruction is student-centered and inquiry-based, with comprehension as well as illustration/observation of concepts preceding calculations at a level geared towards individual learning needs. Concepts addressed in this class and which require algebra 1 background include: constant velocity, uniform acceleration, dynamics, Newton's Laws, circular motion, models of energy, momentum, oscillation and mechanical waves.

**PHYSICS (9) CP****9 Full Year  
5 credits****No Prerequisite****Corequisite: Algebra 1**

This introductory class for first-year students is designed to acquaint students with the basic rules of nature – physics. The science content area of physics is presented in familiar English, with mathematical equations serving as guides to thinking. Instruction is student-centered and inquiry-based, with comprehension as well as illustration/observation of concepts preceding calculations. Concepts addressed in this class and which require algebra 1 background include: constant velocity, uniform acceleration, dynamics, Newton's Laws, circular motion, models of energy, momentum, oscillation and mechanical waves.

**PHYSICS (9) HONORS****9 Full Year  
5 credits****Prerequisite: Teacher Recommendation based on Honors criteria****Corequisite: Geometry CP or Geometry Honors**

This accelerated course in conceptual physics for first-year students will address all of the typical concepts found in a high school physics course using as a basis mathematical constructs found in algebra 1, but without the advanced demands of higher-level mathematics. The basic laws of nature are addressed through an inquiry approach to science, with much active participation by the students in the gathering and interpretation of data to discover the concepts associated with the Newtonian Revolution, electricity, magnetism, waves, atomic structure, the behavior of fluids/energy and relativity.

**BIOLOGY RESOURCE ROOM****10, 11, 12 Full Year  
5 credits****Prerequisite: General Science Resource Room  
IEP recommendation only**

This course is broadly aimed at comprehension and the application of basic biological principles which will help the students to function in an increasingly scientific society. The course explores the interrelationships of

living things, integrates energy relationships between the plant and animal world and compares reproductive and genetic relationships. Students are engaged in microscopic investigations, dissections, field trips, open-ended laboratory experiences, and the use of technological tools. In May all students enrolled in Biology take the competency test administered by the State.

## **BIOLOGY**

**10, 11, 12 Full Year**

**Prerequisite: Teacher Recommendation**

**5 Credits**

This course is broadly aimed at comprehension and the application of basic biological principles that will help students function in an increasingly scientific society. The course explores the interrelationships of living things, relates the structure of molecules and cellular organelles to their functions, integrates energy relationships between the plant and animal world and compares reproductive and genetic relationships. Students are engaged in microscope investigations, dissections, molecular biology, genetics, open-ended laboratory experiences, and the use of technological tools. In May all students enrolled in Biology take the competency test administered by the State.

## **BIOLOGY COLLEGE PREP**

**10, 11, 12 Full Year**

**Prerequisite: Algebra 1 CP AND Teacher Recommendation**

**5 Credits**

**Corequisite: Geometry**

This course focuses on the methods and principles of scientific research, biochemistry and the biological concepts underlying our social, economic and civic life. The course explores the interrelationships of living things, relates the structure of molecules and cellular organelles to their functions, integrates energy relationships between the plant and animal world and compares reproductive and genetic relationships at both cellular and evolutionary levels. Students are involved with microscope investigations, molecular biology, genetics, dissections and open-ended laboratory experiences. In May all students enrolled in Biology take the competency test administered by the State.

## **BIOLOGY HONORS**

**10, 11, 12 Full Year**

**Prerequisites: Algebra 1 CP or Algebra 1 Honors AND Teacher Recommendation**

**5 Credits**

**Corequisite: Geometry CP or Geometry Honors**

Honors Biology is an intensive exploration of six major areas from a biochemical and evolutionary perspective. Topics include: unity within variety, evolution of life processes, new life, genetic continuity, energy utilization, and higher levels of organization. The course is designed to prepare students for college-level science courses in preparation for careers in science, medicine, and engineering. Emphasis is on problem solving by research and experimentation. Interactive computer probes are used in lab investigations. Laboratory techniques and methods are emphasized. Students are prepared for the SAT II Test in Biology. In May all students enrolled in Biology take the competency test administered by the State.

## **ADVANCED PLACEMENT BIOLOGY**

**11, 12 Full Year**

**Prerequisites: Grade of B or higher in Biology Honors or Grade of A or higher in Biology CP AND Grade of B or higher in Chemistry Honors or Grade of A or higher in Chemistry CP AND Recommendation from current science teacher. Successful completion of a summer assignment which includes eight chapters of new material on which there is a test in the second week of school in September.**

**10 credits**

This course is the equivalent of a college introductory biology course usually taken by biology majors and those interested in pursuing careers in science, medicine, and engineering during their first year of collegiate studies. The explosion of information and constructs in biology makes this course especially demanding, and topics which are addressed include biochemistry, cell structure and functioning, energy transformation, heredity, genetics, evolution, anatomy, physiology, classification, ecology and plant as well as animal diversity.

Personal experience in scientific inquiry will occur through the completion of a wide-range of sophisticated, college-level laboratory experiments concluded with full lab write-ups which mirror those found in a freshman, bio-major course. Careful data collection, analysis, and interpretation based on hypotheses are expected. Students will read and review texts and articles, notes, supplementary guides, and AP review packets targeting each unit. Assignments include extensive readings from college-level texts in anticipation of two to three major exams per marking period using the AP model for assessment that, in addition to objective questions, include two to three essays to be developed by the students utilizing concepts gained in the course. Students will also be asked to design experiments based on their studies. Each marking period will see approximately 4 laboratory experiments conducted with full lab write-ups. Students may be required to

take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the AP exam.

### **CHEMISTRY RESOURCE ROOM**

**11, 12 Full Year**

**Prerequisite: Biology Resource Room and Algebra 1 Resource Room  
IEP recommendation only**

**5 credits**

This course is a general introduction to theories and principles that are fundamental to a study of chemistry. It includes the study of matter, its composition, properties, and interactions, as described by modern chemical theories, and a discussion of how these principles apply to contemporary issues. It also includes some review material and connections with biology, physics, and earth science. Laboratory situations enable students to learn proper lab techniques and to observe chemical phenomena relevant to class lectures.

### **CHEMISTRY COLLEGE PREP**

**10, 11, 12 Full Year**

**Prerequisite: Biology CP or Biology Honors, Algebra 1 CP or  
Algebra 1 Honors and Geometry CP or Geometry Honors AND  
Teacher Recommendation**

**5 Credits**

**Corequisite: Algebra 2**

This course is a general introduction to theories and principles that are fundamental to a study of chemistry. This course is designed to prepare students for college-level science requirements. The main topics studied are atomic structure, the Periodic Law, the mole concept, stoichiometry, the gas laws, equilibrium, the fundamentals of oxidation-reduction reactions, solutions, and acids and bases. Laboratory situations enable students to learn proper lab techniques and to observe chemical phenomena relevant to class lectures. Laboratory reports are required.

### **CHEMISTRY HONORS**

**10, 11, 12 Full Year**

**Prerequisites: Biology CP or Biology Honors; Geometry CP or  
Geometry Honors AND Teacher Recommendation.**

**5 Credits**

**Successful completion of a summer assignment prior to beginning the course.**

**Corequisite: Algebra 2 CP or Algebra 2/Trig Honors**

Honors Chemistry emphasizes a firm comprehension of matter and its structure. This course is designed to prepare students for college-level science courses and careers in science, medicine, and engineering. The historical and theoretical aspects of atomic structure are investigated. An intensive study is made of ionic, covalent, and metallic bonds, and of intermolecular forces. Principles of chemical reactions (i.e., thermodynamics, equilibria, reaction rates and electrochemistry) are studied. There is extensive laboratory experience of both a qualitative and quantitative nature. Each student is to maintain their own laboratory book, which requires the student to apply theoretical concepts in explaining laboratory observations. Students are prepared for the SAT Subject Test in Chemistry.

### **ADVANCED PLACEMENT CHEMISTRY**

**11, 12 Full Year**

**Prerequisites: Grade of B or higher in Chemistry Honors or Grade of A or  
Higher in Chemistry CP AND Teacher Recommendation. Successful  
Completion of a summer assignment which includes three chapters of  
new material on which there is a test in the second week of school in September.**

**10 credits**

This course is the equivalent of a college chemistry course usually taken by chemistry majors and those interested in pursuing careers related to the study of chemistry during their first year of collegiate studies. Students will attain a depth of understanding of the fundamentals of chemistry as well as a competence in dealing with chemical calculations. The course will also contribute to the development of the students' abilities to think analytically and to express ideas, orally and in writing, with clarity and logic. Content foci include acids/bases, thermodynamics, free energy, chemical equilibria, kinetics, electro-chemistry and precipitation reactions. Emphasis is also placed on descriptive aspects of bonding such as molecular orbital and VSEPR Theory, coordination and organic chemistry. Extensive laboratory activities conducted in this class will include quantitative analyses, and each student is expected to maintain their own, detailed laboratory book, which requires the student to apply theoretical concepts in explaining laboratory observations.

Assignments include extensive reading from college-level texts in anticipation of three to four major exams per marking period using the AP model for assessment that, in addition to objective questions, include two to three free-response items (problems and essays) requiring students to use and apply concepts gained in the course. They will also be asked to design experiments based on their studies. Each marking period will see approximately 4 laboratory experiments conducted with full lab write-ups. Students may be required to take

the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

### **EARTH SCIENCE COLLEGE PREP**

**11, 12 Full Year**

**Prerequisite: Teacher Recommendation**

**5 Credits**

This course is a contemporary, interdisciplinary approach to the study of the Earth and its environment. Topics are developed through laboratory and inquiry-based investigations. The many student-centered laboratory experiences involve elements of biology, chemistry, physics, geology, geography, paleontology, meteorology, oceanography and astronomy. A basic assumption of the course is that ideas found in Earth Science have both social and educational relevance. Students will receive a good preparation for other science courses and for college, as well as learn skills and concepts that will assist in the development of environmental awareness and responsible citizenship.

### **PHYSICS COLLEGE PREP**

**11, 12 Full Year**

**Prerequisites: Successful completion of Chemistry CP or Chemistry Honors  
Successful completion of Algebra 2 CP and Geometry CP or  
Geometry Honors AND Teacher Recommendation**

**5 Credits**

**Corequisite: Mathematical Analysis CP or Math Analysis Honors is strongly recommended for all students.**

This course is designed to prepare students for college-level science requirements. This course focuses on the practical application of general physical properties. It is concerned with a study of motion, force, energy, light and electricity. This is an inquiry-based, problem-solving course that utilizes technology. Lab reports offer students an opportunity to develop their analytical and technical writing skills.

### **PHYSICS HONORS**

**11, 12 Full Year**

**Prerequisites: Successful completion of Chemistry Honors or highly  
successful completion of Chemistry CP with a grade of A. AND  
Successful completion of Algebra 2/Trig Honors or for students who  
complete Algebra 2 CP with a high level of proficiency, AND who  
demonstrate mastery by earning a grade of 75 or higher on the  
final exam in Algebra 2/Trig Honors**

**5 Credits**

**Corequisite: Mathematical Analysis AB or BC**

This course is designed to prepare the student for college-level science courses as preparation for careers in engineering, science, mathematics, and medicine. In this course there is emphasis on quantitative, analytical reasoning as distinct from the mere acquisition of skills. The course stresses mathematical and graphical explanation of physical phenomena (motion, force, energy, light, electricity, and atomic energy). Students use technology designed to encourage them to define their interests via the explorations offered within the extensive laboratory program. Students are prepared for the SAT II Test in Physics.

### **ADVANCED PLACEMENT PHYSICS C LEVEL**

**12 Full Year**

**Prerequisite: Grade of B or higher in Physics Honors or Grade of A or higher  
in Physics CP AND Teacher Recommendation**

**10 credits**

**Successful completion of a summer assignment which includes five  
chapters of review from Physics Honors on which there is a test in the  
second week of school in September.**

**Co-requisites: AP Calculus BC, AB or Calculus CP**

This course is the equivalent of two full semesters of university-level physics for engineering, physical science, and pre-med majors. Since emphasis is placed on the use of differential and integral calculus to derive fundamental concepts and to solve problems, calculus is a co-requisite, and students must be willing to accept the challenge of a rigorous college-level academic curriculum. Strong emphasis is placed on solving a variety of challenging problems which require calculus. Topics include an in-depth study of mechanics, electricity and magnetism. The use of calculus in problem solving and in the required derivation of physics formulas increases as the course progresses.

Laboratory analyses include the extensive use of mathematical and graphical interpretation as students personally experience scientific inquiry through the completion of a wide-range of sophisticated, college-level laboratory experiments which conclude with full lab write-ups which mirror those found in university courses. Assignments include extensive readings from college-level texts in anticipation of two to three major exams per marking period using the AP model for assessment that, in addition to objective questions, include two to three essays to be developed by the students utilizing concepts gained in the course. Students will also be

asked to design experiments based on their studies. Each marking period will see approximately 4 laboratory experiments conducted with full lab write-ups.

Students who enroll in this course will be prepared to take two AP physics exams: Mechanics and Electricity/Magnetism, one of which may be required. Students who enroll in this course also have the opportunity to gain college credit through Fairleigh Dickinson University. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

**11,12 Full Year**

**Prerequisite: Grade of B or better in Biology Honors or Grade of A or higher in Biology CP AND Teacher Recommendation. Successful completion of a summer assignment on which there will be a test in the second week of school in September.**

**10 Credits**

This course is the equivalent of a college introductory ecology or environmental science course usually taken by biology or geo-science majors and those interested in pursuing a career in science, medicine, or engineering during their first year of collegiate studies. The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas and requires students to apply much of what they have learned while studying science in prior courses. Personal experience with scientific inquiry will occur through the completion of a range of college-level laboratory experiments concluded with full lab write-ups which mirror those found in first-year college science courses. The development of hypotheses, experimental design, data collection and data interpretation will all be significant factors in this work.

Successful completion of AP Environmental Science will require an extensive daily time commitment throughout the school year by the student, including reading and review of texts and articles, notes, supplementary guides, and AP review packets targeting key topics. Projects and presentations are also a major component of the assessment of students with the end result being the development of the ability to apply knowledge and to critically analyze environmental issues and solutions. Assignments include extensive readings from college-level texts in anticipation of major exams and projects each marking period. Students will be asked to design experiments based on their studies and complete laboratory exercises provided within the curriculum, each with a concluding lab write-up. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

*All of the following semester science electives may in some individual cases be used as partial fulfillment of the Physical Science graduation requirement. It is strongly recommended that courses be chosen based upon a high level of student interest.*

### **METEOROLOGY RESOURCE ROOM**

**11, 12 Semester**

**Prerequisite: A course in physical science IEP recommendation only**

**2 ½ Credits**

This is an introductory course in meteorology that focuses on a basic understanding of the atmosphere and its physical processes. Some areas of study include the atmosphere, winds, air masses, jet streams, Coriolis effect, moisture, precipitation, clouds, climate, and severe weather. Students gather local weather data using an electronic weather station. This data, together with newspaper information, weather maps, televised weather information, and NOAA Weather Radio, is used to forecast and analyze local and national weather. In addition, students utilize the satellite imaging system to obtain weather images from geostationary and polar satellites for use in forecasting, weather pattern analysis, and storm tracking. Access to weather information and data over the Internet is available.

### **METEOROLOGY**

**11, 12 Semester**

**Prerequisite: A course in physical science**

**2 ½ Credits**

This is an introductory course in meteorology that focuses on a basic understanding of the atmosphere and its physical processes. Some areas of study include the atmosphere, winds, air masses, jet streams, Coriolis effect, moisture, precipitation, clouds, climate, and severe weather. Students gather local weather data using an electronic weather station. This data, together with newspaper information, weather maps, televised weather information, and NOAA Weather Radio, is used to forecast and analyze local and national weather.

In addition, students utilize the satellite imaging system to obtain weather images from geostationary and polar satellites for use in forecasting, weather pattern analysis, and storm tracking. Access to weather information and data over the Internet is available.

## **NUTRITION**

**11, 12 Semester**

### **Prerequisite: Biology**

**2 ½ Credits**

Nutrition is the study of foods and how they affect the body. It is an interdisciplinary science that includes the following: behavior and social sciences, biology, chemistry, food science, mathematics and statistics. Everyday we make food choices that either enhance or harm our overall health and well-being. The goal of this course is to empower students to make sound, beneficial food choices. Computer software for dietary analysis, laboratory activities, videos and a service learning project will be used during this course to help students gain an understanding of nutrition. Major topics include: influences on eating, food choices and meal planning, weight management and energy needs, life cycle nutrition, food safety and supplements.

## **INTRODUCTION TO MARINE SCIENCE**

**11,12 Semester**

### **Prerequisite: Biology**

**2 ½ Credits**

This is an introductory course that deals with the characteristics of oceans, shorelines, estuaries, and marshes, and the ability to distinguish one from the other. Students develop skills in biological and chemical, physical and geological sampling, and testing procedures used to measure and detect changes in the various marine environments. Field trips, both real and virtual, provide students with field experience. The course's focus is chiefly on the physical aspects of the marine environment.

## **ENVIRONMENTAL SCIENCE RESOURCE ROOM**

**11, 12 Semester**

### **Prerequisite: Biology**

**2 ½ Credits**

#### **IEP recommendation only**

This course is designed to develop student awareness of how the world works and the students' place in it. Environmental issues are studied through real-life environmental experience and lab investigations. Environmental challenges are designed to make students think. Human population is a recurring theme running through the course of study. Internet research is conducted and problem-based learning is incorporated into the course.

## **ENVIRONMENTAL SCIENCE**

**11, 12 Semester**

### **Prerequisites: Biology**

**2 ½ Credits**

This course is designed to develop student awareness of how the world works and the students' place in it. Environmental issues are studied through real-life environmental experiences and lab investigations. Environmental challenges are designed to make students think. Human interaction with the environment is a recurring theme running throughout the course of study. Internet research is conducted and problem-based learning is incorporated into the course.

## **SOCIAL STUDIES**

## **WORLD STUDIES RESOURCE ROOM**

**9 Full Year**

### **Prerequisite: IEP recommendation only**

**5 Credits**

Recognizing students' roles as global citizens, this course provides special assistance with the historical thinking, problem solving, and research skills needed to demonstrate knowledge of world history and its relationship to the present, the effects of economics on global-scale decision-making, and human behavior in relation to the physical and cultural environment. Instruction and assessment link with both literacy and technology; in fact, an interdisciplinary unit focused on genocide as it has occurred over time and place is featured. Throughout the year, students are expected to make connections between historical events and their representations in art, philosophy, music, science, and literature.

## **WORLD STUDIES**

**9 Full Year**

### **Prerequisite: Teacher Recommendation based on inability to meet CP criteria**

**5 credits**

Recognizing students' roles as global citizens, this course provides special assistance with the historical thinking, problem solving, and research skills needed to demonstrate knowledge of world history and its relationship to the present, the effects of economics on global-scale decision-making, and human behavior in relation to the physical and cultural environment. Instruction and assessment link with both literacy and technology; in fact, an interdisciplinary unit focused on genocide as it has occurred over time and place is

featured. Throughout the year, students are expected to make connections between historical events and their representations in art, philosophy, music, science, and literature.

### **WORLD STUDIES COLLEGE PREP**

**9 Full Year**

**Prerequisite: Score of “Proficient” or better on the Literacy Portion of the NJASK 8 AND meets CP criteria**

**5 Credits**

Recognizing students’ roles as global citizens, this course promotes historical thinking, problem solving, and research skills as ways of demonstrating knowledge of world history and its relationship to the present, the effects of economics on global-scale decision-making, and human behavior in relation to the physical and cultural environment. Instruction and assessment link with both literacy and technology; in fact, an interdisciplinary unit focused on genocide as it has occurred over time and place is featured. Throughout the year, students are expected to make connections between historical events and their representations in art, philosophy, music, science, and literature.

### **WORLD STUDIES HONORS**

**9 Full Year**

**Prerequisite: Teacher Recommendation based on honors criteria**

**5 Credits**

Recognizing students’ roles as global citizens, this course promotes historical thinking, problem solving, and research skills as ways of demonstrating knowledge of world history and its relationship to the present, the effects of economics on global-scale decision-making, and human behavior in relation to the physical and cultural environment. Instruction and assessment link with both literacy and technology; in fact, an interdisciplinary unit focused on genocide as it has occurred over time and place is featured. Throughout the year, students at this level are expected to engage in more independent and in-depth analysis of historical events and their representations in art, philosophy, music, science, and literature.

### **UNITED STATES HISTORY 1 RESOURCE ROOM**

**10 Full Year**

**Prerequisite: IEP recommendation only**

**5 Credits**

Focused on American history from its foundations through the end of the nineteenth century, students in United States History 1 explore varying perspectives on the meaning of historical events even as they connect the past with current events. Topics that are covered include the Constitution and the structure of American government, the role of responsibility in citizenship, the rise of the United States as a player on the world stage, and economic principles as they relate to historical events. Special assistance is provided with the historical thinking, problem solving, and research skills needed to demonstrate knowledge in these areas.

### **UNITED STATES HISTORY 1**

**10 Full Year**

**Prerequisite: Successful Completion of World Studies**

**5 Credits**

Focused on American history from its foundations through the end of the nineteenth century, students in United States History 1 explore varying perspectives on the meaning of historical events even as they connect the past with current events. Topics that are covered include the Constitution and the structure of American government, the role of responsibility in citizenship, the rise of the United States as a player on the world stage, and economic principles as they relate to historical events. Special assistance is provided with the historical thinking, problem solving, and research skills needed to demonstrate knowledge in these areas.

### **UNITED STATES HISTORY 1 COLLEGE PREP**

**10 Full Year**

**Prerequisite: Successful Completion of World Studies AND Teacher Recommendation**

**5 Credits**

Focused on American history from its foundations through the end of the nineteenth century, students in United States History 1 CP use historical thinking, problem solving, and research to explore varying perspectives on the meaning of historical events even as they connect the past with current events. Topics that are covered include the Constitution and the structure of American government, the role of responsibility in citizenship, the rise of the United States as a player on the world stage, and economic principles as they relate to historical events.

### **UNITED STATES HISTORY 1 HONORS**

**10 Full Year**

**Prerequisite: Successful Completion of World Studies AND**

**5 Credits**

**Teacher Recommendation based on honors criteria**

Focused on American history from its foundations through the end of the nineteenth century, students in United States History 1 Honors use historical thinking, problem solving, and in-depth research to explore varying perspectives on the meaning of historical events even as they connect the past with current events. Topics that are covered include the Constitution and the structure of American government, the role of responsibility in citizenship, the rise of the United States as a player on the world stage, and economic principles as they relate to historical events.

**ADVANCED PLACEMENT UNITED STATES HISTORY 1****10 Full Year  
5 Credits**

**Prerequisite: Grade of B or higher in the student's current Honors Level Social Studies course or a grade of A or higher in the student's current CP Level Social Studies course AND Teacher Recommendation; additional structured summer reading assignment**

Advanced Placement United States History 1 is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses. Students will learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment, and to present reasons and evidence clearly and persuasively in an essay format.

Students enrolled in this course are expected to be able to independently read and prepare in advance for intensive written assessments. Students should expect extensive at-home work, including independent reading and writing. Students will also be required to incorporate critical thinking and analytical skills in their interpretations of primary source documents, which will enable them to successfully write DBQ (Document Based Question) essays.

**UNITED STATES HISTORY 2 RESOURCE ROOM****11 Full Year  
5 Credits**

**Prerequisite: IEP recommendation only**

The purpose of this course is to study the rise of the United States to global power in the 20<sup>th</sup> century and its continuing role in world politics. Students continue to explore varying perspectives on the meaning of historical events and to connect the past with current events. Topics that are covered include immigration as a force in the creation of American cultural heritage, civil and human rights, and economic principles as they relate to historical events. Special assistance is provided with the historical thinking, problem solving, and research skills needed to demonstrate knowledge in these areas.

**UNITED STATES HISTORY 2****11 Full Year  
5 Credits**

**Prerequisite: Successful Completion of U.S. History 1**

The purpose of this course is to study the rise of the United States to global power in the 20<sup>th</sup> century and its continuing role in world politics. Students continue to explore varying perspectives on the meaning of historical events and to connect the past with current events. Topics that are covered include immigration as a force in the creation of American cultural heritage, civil and human rights, and economic principles as they relate to historical events. Special assistance is provided with the historical thinking, problem solving, and research skills needed to demonstrate knowledge in these areas.

**UNITED STATES HISTORY 2 COLLEGE PREP****11 Full Year  
5 Credits**

**Prerequisite: Successful Completion of U.S. History 1 AND Teacher Recommendation**

The purpose of this course is to study the rise of the United States to global power in the 20<sup>th</sup> century and its continuing role in world politics. Students in United States History 2 CP use historical thinking, problem solving, and research to explore varying perspectives on the meaning of historical events and to connect the past with current events. Topics that are covered include immigration as a force in the creation of American cultural heritage, civil and human rights, and economic principles as they relate to historical events.

**UNITED STATES HISTORY 2 HONORS****11 Full Year  
5 Credits**

**Prerequisite: Successful Completion of U.S. History 1 AND Teacher Recommendation based on honors criteria**

The purpose of this course is to study the rise of the United States to global power in the 20<sup>th</sup> century and its continuing role in world politics. Students in United States History 2 Honors use historical thinking, problem solving, and in-depth research to explore varying perspectives on the meaning of historical events even as they connect the past with current events. Topics that are covered include immigration as a force in the creation of American cultural heritage, civil and human rights, and economic principles as they relate to historical events.

**ADVANCED PLACEMENT UNITED STATES HISTORY 2****11 Full Year  
5 Credits**

**Prerequisite: Grade of B or higher in the student's current AP Level Social Studies course or a grade of A or higher in the student's current Honors Level Social Studies course AND Teacher Recommendation; additional structured summer reading assignment**

Advanced Placement United States History 2 focuses on the themes, events, and figures that helped shape American history from the late 1800s to the 21st century. Both a thematic and chronological approach will be utilized, with emphasis placed on the political, economic, cultural, social, and foreign relations developments of the United States. Students will use a variety of primary and interpretative sources, and write responses to document based questions similar to those that appear on Advanced Placement examinations. Students will be expected to complete college-level primary source and textbook readings. Assessments include multiple quizzes per chapter, tests, debates, projects, extensive in-class and out-of-class essays, and DBQs (Document Based Questions). Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

## **SOCIAL STUDIES ELECTIVES**

### **PSYCHOLOGY 1**

**10, 11, 12 Semester**

#### **No Prerequisite**

**2 ½ Credits**

Psychology 1 stresses basic comprehension of the scientific study of human behavior. The emphasis is on applying theories and ideas to students' experience and lifestyle. Some topics covered are subfields of psychology, learning, personality, brain development, mental disorders, drugs and alcohol, and stress and health. The theories of outstanding psychologists are examined and related to student experience. Techniques include lecture, group work, experimentation, research papers and visual projects.

### **PSYCHOLOGY 2 HONORS**

**11, 12 Semester**

#### **Prerequisite: Successful Completion of Psychology 1**

**2 ½ Credits**

Psychology 2 is an in-depth investigation into social psychology, interpersonal relations, psychotherapy, applied psychology, and the scientific approach to psychology. Techniques of instruction include lectures, group work, independent study, experimentation, guest lecture series, seminars, and field trips. There are readings in psychology, essays, and a comprehensive research paper utilizing the basic concepts of behavioral research.

### **ADVANCED PLACEMENT PSYCHOLOGY**

**11, 12 Full Year**

#### **Prerequisite: Cumulative GPA of 3.55 or higher AND Counselor Endorsement**

**5 Credits**

Advanced Placement Psychology is a full year course designed for students interested in taking a course taught at a college level. It provides an in-depth understanding of the principles and theories of psychology. Students also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings, and actions.

Students will be expected to complete extensive college-level reading outside of class, and be prepared to demonstrate their knowledge through weekly assessments. Students will also be assigned intensive projects, along with in-class essays, and out of class reading/writing assignments in addition to their normal reading from the textbook. There are also readings, projects, and essays, and objective tests similar to those on the AP Psychology exam. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

### **ADVANCED PLACEMENT EUROPEAN HISTORY**

**11, 12 Full Year**

#### **Prerequisite: Cumulative GPA of 3.55 or higher AND Counselor Endorsement**

**5 Credits**

Advanced Placement European History is a college-level survey course that will challenge students to think critically about the intellectual, cultural, economic, political, diplomatic, and social events that have shaped Europe from the Renaissance to modern day. The course aims to further refine the student's analytic skills, examine conflicting historical interpretation, promote historical scholarship, and develop sophisticated research skills, as well as essay and document-based essay writing skills. Students enrolled in this course will be expected to understand historical themes, analyze historical evidence and historical interpretations, and express historical understanding in writing

Students are tested approximately once a week on current units of study, including multiple choice and free-response essays. Students are also required to complete an intensive essay every other week, and be prepared to respond to DBQs (Document Based Questions) during class time. Students should also be prepared to prove their knowledge through oral presentations related to the arts and a final project on European policy, as well as various simulations. Daily reading and writing assignments either involve a detailed response to a question related to the primary source or a detailed response to questions related to

the text. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

### **AMERICAN CRIMINAL JUSTICE HONORS**

**11, 12 Semester**

#### **No Prerequisite**

**2 ½ Credits**

American Criminal Justice is a semester course designed to provide students with a comprehensive law-related education. Students study the functions of law enforcement agencies at various levels, the prison system, the rights and responsibilities of the individual, and the operation of the U.S. court system. The course is taught in conjunction with the Paramus Police Department and county, state, and federal agencies. Local attorneys and community groups are also incorporated into the program.

### **ADVANCED PLACEMENT US GOVERNMENT AND POLITICS**

**10, 11, 12 Full Year**

**Prerequisite: Grade of B or higher in the student's current Honors Level**

**5 credits**

**Social Studies course or a grade of A or higher in the student's**

**Current CP Level Social Studies course AND Teacher Recommendation**

This course provides an analytical perspective on government and politics in the United States. It involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Students enrolled in this course will learn about the operation of government, political beliefs and behaviors, political parties and interest groups, political processes, and civil rights and civil liberties.

Students will be expected to spend several hours per week reading and outlining the textbook as well as staying abreast of current political events, and taking unit exams and frequent quizzes, typically unannounced. All reading in this course is at the college level. Students will also be assigned a minimum of one major, intensive project per marking period. Students will also participate in numerous debates, investigations, and presidential and congressional decision-making activities. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

### **SOCIOLOGY**

**10, 11, 12 Full Year**

#### **No Prerequisite**

**5 Credits**

Sociology is a study of human relationships with a distinct focus on the concepts surrounding culture, cultural change, cultural values and norms. Key elements in this course include contemporary problems, sociological issues related to crime, social stratification, and minorities.

### **SUPA SOCIOLOGY HONORS**

**12 Semester**

**Prerequisite: Cumulative GPA of 3.55 or better**

**2 ½ Credits**

Sociology is a study of human relationships with a distinct focus on the concepts surrounding culture, cultural change, cultural values and norms. This course emphasizes analytic reading and conceptual analysis. It is a writing intensive course. This course introduces C. Wright Mills' classic notion of "the sociological imagination" and the promise of sociology, and encourages students to see and think about the social world, themselves, and the relations between themselves and the social world in new ways. As the course progresses, students should obtain increasing skill in analytic reading and writing, sociological reasoning, empirical investigation, and in the ability to make empirical and conceptual generalizations about self and society in an increasingly global world. *Enrollment in the Syracuse University Project Advance (SUPA) program at a cost of approximately \$370.00 yields 3 college credits for those students who successfully complete the class.*

### **PHILOSOPHY**

**11, 12 Semester**

#### **No Prerequisite**

**2 ½ Credits**

Philosophy is a survey course that explores the ideas of the great thinkers and belief systems of the world. The prime concern is to understand ideas and beliefs that shape behavior and institutions. Students explore politics, education, religions, and social beliefs in order to develop their own philosophy and learn how to apply the work of well-known philosophers to the contemporary world. Instructional techniques include group work, interviews, seminars, and oral presentations.

### **CONTEMPORARY ISSUES HONORS**

**11, 12 Semester**

#### **No Prerequisite**

**2 ½ Credits**

Focusing on current and future issues and national and international events, students examine present and emerging dilemmas that influence personal, national, and international conditions and decisions. Students have opportunities to study in-depth contemporary issues that they believe are important including Human Rights, Political Issues, Economic Issues, and International, Regional and Local Issues.

## **SPECIAL SERVICES**

Resource Room is an academic placement that follows the recommendations outlined in a student's Individual Education Plan (IEP). A description of the resource room classes in the core course areas of English, math, social studies, science, world language and business are listed in those particular subject department sections in this course directory. The following supplemental and elective courses are open only to students with an IEP.

### **CAREER DEVELOPMENT 1 9, 10, 11 Full Year**

**Prerequisite: IEP recommendation only and recommendation of case manager 5 Credits**

This course is designed for students who have a designated Individual Education Plan. The course provides excellent background for post-secondary planning. Students will learn valuable skills by operating their own business. They will learn web-design, excel, Microsoft publisher, and leadership skills. It also includes work on filling out job applications, resume writing, and interview techniques. (This course fulfills the practical arts graduation requirement.)

### **CAREER DEVELOPMENT 2 10, 11, 12 Full Year**

**Prerequisite: IEP recommendation only and recommendation of case manager 5 Credits**  
**Career Development 1**

This course is designed for students who have a designated Individual Education Plan. The course will continue the study of topics discussed in Career Development I. It will also cover topics related to entering college or the workforce after graduation. Students will be attending Field Trips to different colleges, and public speakers will be sharing their choices with the class. Students who choose the combined Career Development Internship option (see below) will also have an opportunity to select a mentorship type activity in a community business during the 3<sup>rd</sup> and 4<sup>th</sup> marking periods.

### **CAREER DEVELOPMENT INTERNSHIP 10, 11 Semester**

**Prerequisite: IEP recommendation only and recommendation of case manager 7 ½ Credits**  
**Career Development 1**

**Co-requisite: Career Development 2**

This course is designed for students who have a designated Individual Education Plan. Students choose a mentorship experience and go out of the building 2-3 days a week for approximately 2 hours each day. They learn the skills of each particular job to determine if it would interest them as a future career.

### **CAREER DEVELOPMENT 3 (Alternative to Work Study) 12 Full Year**

**Prerequisite: IEP recommendation only and recommendation of case manager 10 Credits**  
**Career Development 1 & 2**

This course is designed for students who have a designated Individual Education Plan. It will expand upon the Career Development 2 topics as well as offering students a mentorship experience 2-3 days a week for approximately 2 hours each day.

### **WORK STUDY PROGRAM 12 Full Year**

**Prerequisite: IEP recommendation, and recommendation of case manager 15 Credits**

This course is an extension of the Career Development program where students will gain employment in the afternoon and earn credits for their work participation, observations and evaluations. Students must complete 540 work hours as well as written course work such as interview techniques and resume writing to earn full credits.

### **ACADEMIC SUPPORT 9, 10, 11 12 Semester**

**Prerequisite: IEP recommendation (may be taken multiple 2 ½ Credits**  
**times to provide support)**

This course reinforces the skills of listening, note-taking, time management and research with the subjects presently being taught. Individual instruction is given as needed according to a student's IEP for each of the courses in progress.

## **SPECIAL SERVICES ELECTIVES**

### **TEEN LAW**

**9, 10, 11, 12 Semester**

**Prerequisite: IEP recommendation only**

**2 ½ Credits**

This course examines teen rights in the legal system. Highlights include: motor vehicle laws, school, home, job and personal laws by which teenagers must abide.

### **BOOKS AND FILM**

**9, 10, 11, 12 Semester**

**Prerequisite: IEP recommendation only**

**2 ½ Credits**

This course explores the influence of literature on film. Students examine great literature and compare and contrast it to motion picture productions. Course requirements focus on in-class activities, hands-on assignments, and group discussions.

### **PSYCHOLOGY**

**11, 12 Semester**

**Prerequisite: IEP recommendation only**

**2 ½ Credits**

Designed for students with a designated Individual Education Plan, this course follows the same curriculum as Psychology 1(Social Studies).

### **SOCIOLOGY**

**9, 10, 11, 12 Semester**

**Prerequisite: IEP Recommendation only**

**2 ½ Credits**

This course parallels the mainstream course but is geared toward individual learning needs. The focus is on culture, cultural change, cultural values and norms as well as contemporary issues related to crime and minorities.

### **PHILOSOPHY**

**9, 10, 11, 12 Semester**

**Prerequisite: IEP Recommendation only**

**2 ½ Credits**

This course parallels the mainstream course but is geared toward individual learning needs. This course explores the ideas of great thinkers and belief systems of the Eastern and Western traditions.

## **WELLNESS AND PHYSICAL EDUCATION**

### **INTRODUCTION TO WELLNESS AND PHYSICAL EDUCATION (PE 9 AND 10)**

The goal is to develop a level of skill that will enable students to successfully participate in physical activities. Rules of the games and sportsmanship are emphasized, as well as personal and class safety. Skill tests, written tests and assignments are used to measure learning. Active participation by the students is a major objective of the physical education program. Our students are **Participants, NOT Spectators!**

### **HEALTH EDUCATION (Health 9) (one quarter of the school year)**

The course of study includes emotional and physical health, sociological health, and environmental health. This class helps students to develop knowledge about healthy lifestyles. Students learn to make decisions about lifestyles and to develop values, attitudes and competencies, which create a positive impact upon their future. The curriculum provides educational experiences and gives facts and scientific knowledge upon which optimum healthful living is based. Students are graded as in all academic classes; the marking period grade also serves as the student's final grade. Small projects and readings are assigned in this course.

### **DRIVER EDUCATION (Health 10) (one quarter of the school year)**

Driver Education prepares students for the New Jersey Motor Vehicle Agency Test which is administered in school by the staff. Through the Adult Community School, on the road training is available to sophomores who complete the classroom requirements. Theories, rules and concepts of automobile driving are discussed. Students are introduced to the New Jersey Motor Vehicle Acts as well as driver safety issues. Small projects and readings are assigned in this course.

### **PRINCIPLES OF PHYSICAL EDUCATION (PE 11 AND 12)- ELECTIVE PROGRAM**

Juniors and seniors have the opportunity to choose the physical education activities they would like to participate in for each marking period. On the first day of each marking period, students meet in the gym, course offerings are posted, and students select activities in order of preference. Sign ups are done alphabetically (A-F, G-L, M-R, S-Z) with the order rotating each quarter. Once an activity is full, the activity is closed, and students need to choose from those activities still open.

The number of activities offered each marking period depends upon class size and teacher availability. Class size is determined by the activity, facilities and equipment available, safety of the students, and the student/teacher ratio per class period. Each activity consists of 7 to 10 class meetings. Therefore each student participates in 3 or 4 activities each quarter.

Each course provides the students with a basic workable knowledge and understanding of the specific activities they choose. The goal is to develop a level of skill that will enable the students to successfully participate in the activities. Rules of the games and sportsmanship are emphasized, as well as personal and class safety. Skill tests and written tests are used to measure learning. Active participation by the students is a major objective of the physical education program.

#### **HEALTH EDUCATION (Health 11) (one quarter of the school year)**

Topics presented to students give them opportunities to enhance their own lifestyle. Nutrition, stress management, disease's effect on the body, weight control, pregnancy, and the establishment of dietary guidelines are discussed. Small projects and readings are assigned in this course.

#### **FAMILY LIVING (Health 12) (one quarter of the school year)**

Family Living stresses analysis of contemporary and traditional attitudes and values as they relate to family life. The course includes basic areas of adjustment in interfamily and intra-family relationships (e.g. financial, religious, and parental). All students participate in a project designed to formulate options and make decisions relevant to personal values. Written assignments are a part of this course.

#### **ADAPTIVE PE RESOURCE ROOM**

##### **Prerequisite: IEP Recommendation Only**

This course is designed for students with a designated Individual Education Plan and follows the above listed physical education course topics presented in a format that is modified to meet individual learning needs.

#### **RESOURCE ROOM HEALTH/DRIVER'S ED/FAMILY LIVING**

##### **Prerequisite: IEP Recommendation Only**

This course is designed for students with a designated Individual Education Plan and follows the above listed health/driver's education/family living course topics presented in a format that is modified to meet individual learning needs. These courses are integrated with physical education throughout the year rather than meeting daily for one quarter.

## **WORLD LANGUAGE**

**Note: All level 4 Honors, 5 Honors/AP World Language courses are approved for college credit through Seton Hall University. See course descriptions. For additional information, visit: [www.shu.edu](http://www.shu.edu) and search "Project Acceleration" or contact the World Languages Supervisor, Mr. Louis Natalo or the Lead Teacher, Mrs. Kim Lauzon.**

#### **ITALIAN 1 COLLEGE PREP**

**9, 10, 11, 12 Full Year**

##### **No Prerequisite**

**5 Credits**

This course develops listening comprehension, speaking, reading and writing skills in a cultural context. The course stresses conversation, self-expression and oral dialogue. There is an introduction to Italian grammar, culture and geography. Visual aids are utilized and curriculum is enhanced through technology.

#### **ITALIAN 2 COLLEGE PREP**

**9, 10, 11, 12 Full Year**

##### **Prerequisite: Successful completion of Italian 1 CP**

**5 Credits**

Italian 2 continues the development of the ability to speak, understand, read and write Italian in a cultural context. The course encompasses a review and continued study of basic grammatical structures, reading and discussion of texts, conversation, composition, grammar and cultural activities through creative projects. There is an emphasis on reading, as well as oral and written self-expression. The course includes an analysis of Italy's cultural and geographical contributions via reading. The curriculum is enhanced through technology.

**ITALIAN 3 HONORS****10, 11, 12 Full Year****Prerequisite: Successful completion of Italian 2 CP AND Teacher Recommendation** **5 Credits**

Italian 3 Honors reinforces basic grammar and expands to more complex grammatical structures and vocabulary. Student use of the spoken language is encouraged via the reading and discussion of selected topics. Dialogues and short skits based on everyday situations are written by the students and presented in class. Culture is learned through reading and the use of authentic audio and video. This course uses a textbook and many online resources.

**ITALIAN 4 HONORS\*****11, 12, Full Year****Prerequisite: Successful Completion of Italian 3 Honors or equivalent** **5 Credits**  
**AND Teacher Recommendation**

Italian 4 Honors stresses oral and written fluency. Culture is learned in the context of reading and discussion of literary excerpts, history, music, and art. Grammatical structures are reviewed and reinforced, with an emphasis on expanding overall communication. Creative writing skills are also developed. The course is conducted in Italian, with some grammar explanations in English. Students are expected to communicate in Italian.

**\*For this course, students have the option to register for Seton Hall Project Acceleration. The tuition is approximately \$225.00 (per semester) for six college credits through Seton Hall University for those students who successfully complete the full year course (both fall and spring semesters).**

**ITALIAN 5 HONORS\*****12 Full Year****Prerequisite: Successful completion of Italian 4 Honors AND Teacher Recommendation** **5 Credits**

This course is based on developing students' reading, writing, listening, and speaking skills within a cultural frame of reference. Basic grammar structures are reviewed with emphasis on practical application and improving overall communication. A variety of authentic materials are used, including short stories, magazines, film clips, song lyrics, audio and video internet resources. The course is conducted in Italian, with some grammar explanations in English. Students are expected to communicate in Italian.

**\*For this course, students have the option to register for Seton Hall Project Acceleration. The tuition is approximately \$225.00 (per semester) for six college credits through Seton Hall University for those students who successfully complete the full year course (both fall and spring semesters).**

**ADVANCED PLACEMENT ITALIAN LANGUAGE AND CULTURE\*****12 Full Year****Prerequisite: Grade of B or higher in Italian 4 Honors** **5 Credits**  
**AND Teacher Recommendation**

Advanced Placement Italian follows the prescribed objectives, offerings, and activities required by the College Entrance Examination Board. Advanced Placement serves the interest of students who wish to pursue college-level studies while still in secondary school and possibly shorten and/or complete their college language requirements. The AP Italian Language and Culture course helps prepare students to demonstrate their level of Italian proficiency across three communicative modes: interpersonal, interpretive and presentational. This course is based on developing students' reading, writing, listening, and speaking skills, while interweaving cultural content throughout the course. Advanced grammar structures are practiced and reinforced in the context of readings. A variety of authentic materials are used, including literature, news articles, magazines, film clips, song lyrics, audio and video internet resources. The course is conducted entirely in Italian, with students expected to speak Italian exclusively in class.

Students will be expected to independently complete an intensive assignment each marking period (i.e. to view a movie, complete a reading packet, etc) in addition to regular, daily homework assignments; write and edit at least 1-2 persuasive essays each marking period; make oral presentations in Italian; and access and use Italian language media (social media, music, video, videogames, etc.) in their free time. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

**\*For this course, students have the option to register for Seton Hall Project Acceleration. The tuition is approximately \$225.00 (per semester) for up to six college credits through Seton Hall University for those students who successfully complete the full year course (both fall and spring semesters).**

**INTRODUCTION TO SPANISH****9, 10, 11, 12 Full Year****No Prerequisite****5 Credits**

Introduction to Spanish is a beginning course in Spanish for students who need extra assistance in building skills in the language. The course develops skills in listening-comprehension and speaking. Vocabulary and practical expressions are stressed. Exposure to Hispanic cultures via projects, games, music and audio-visual media are emphasized.

**SPANISH 1 COLLEGE PREP****9, 10, 11, 12 Full Year****No Prerequisite****5 Credits**

This course develops listening comprehension, speaking, reading and writing skills. The course stresses conversation, self-expression, pattern drills and oral dialogue. There is exposure to Hispanic cultures via audio-visual media and readings. **There is internet access for the textbook and additional resources to reinforce this subject matter.**

**SPANISH 2 COLLEGE PREP****9, 10, 11, 12 Full Year****Prerequisite: Successful Completion of Spanish 1 CP****5 Credits**

Spanish 2 includes a reinforcement of the basic grammatical structures learned in Level I. It is a continuation of the development of structural comprehension and application of oral and written language. The student is encouraged to use the language. Students are exposed to Hispanic cultures via reading and audio-visual media. **There is internet access for the textbook and additional resources to reinforce this subject matter.**

**SPANISH 3 College Prep****10, 11, 12 Full Year****Prerequisite: Successful Completion of Spanish 2 CP AND Teacher Recommendation****5 Credits**

Student use of the spoken language is encouraged via the reading and discussion of selected topics. Grammatical structures are reinforced. Short reports and skits written by the students are presented to the class. There is a continuation of the development of grammatical structures and vocabulary. **There is internet access for the textbook and additional resources to reinforce this subject matter.**

**SPANISH 3 HONORS****10, 11, 12 Full Year****Prerequisite: Successful Completion of Spanish 2 CP with a final average of A or better AND Teacher Recommendation****5 Credits**

Emphasis is placed on speaking the language by using projects that relate to the student. More sophisticated reading of Spanish and Latin American short stories and dialogues enables the student to draw a comparison of life styles of Spanish speaking countries. Grammatical structures and patterns are reinforced. Creative writing and oral presentation of skits and debates are expected.

**SPANISH 4 COLLEGE PREP****11, 12 Full Year****Prerequisite: Successful Completion of Spanish 3 CP AND Teacher Recommendation****5 Credits**

This course emphasizes extensive class reading, writing and discussion. The course stresses pronunciation and fluency. There is emphasis on timely topics for conversation. Varied writing assignments based on readings and timely topics are regularly assigned.

**SPANISH 4 HONORS\*****11, 12 Full Year****Prerequisite: Successful Completion of Spanish 3 Honors with a final average of A or better AND Teacher Recommendation****5 Credits**

This course stresses interactive communication and oral proficiency. Reading and discussing literary excerpts, history, music, and the art of Spain and Latin or South America enhance vocabulary and grammatical structures. Creative writing skills are also developed. The course is conducted entirely in Spanish.

**\*For this course, students have the option to register for Seton Hall Project Acceleration. The tuition is approximately \$225.00 (per semester) for six college credits through Seton Hall University for those students who successfully complete the full year course (both fall and spring semesters).**

**ADVANCED PLACEMENT SPANISH LANGUAGE\*****12 Full Year****Prerequisite: Grade of B or higher in Spanish 4 Honors or a grade of A or higher in Spanish 4 CP AND Teacher Recommendation****5 Credits**

Advanced Placement Spanish follows the prescribed objectives, offerings, and activities required by the College Entrance Examination Board. Advanced Placement serves the interest of the students who wish to

pursue college-level studies while still in secondary school and possibly shorten and/or complete their college language requirements. AP Spanish Language is intended for students who wish to develop proficiency and integrate their language skills. The course content reflects a wide variety of academic and cultural topics (the arts, history, current events, literature, culture and sports, etc.). Students work with different authentic resources in the form of videos, music films, newspapers, magazines and websites. The course is conducted entirely in Spanish, with students expected to speak Spanish exclusively in class.

Students will be expected to independently complete intensive projects, in addition to regular homework assignments. Students will also write numerous essays, make regular, oral presentations in Spanish (both prepared and impromptu), and access and use Spanish language media. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

**\*For this course, students have the option to register for Seton Hall Project Acceleration. The tuition is approximately \$225.00 (per semester) for six college credits through Seton Hall University for those students who successfully complete the full year course (both fall and spring semester).**

**GERMAN 1 COLLEGE PREP** **9, 10, 11, 12 Full Year**  
**No Prerequisite** **5 Credits**

This course develops listening comprehension, speaking, reading and writing skills. The course stresses conversation, self-expression, pattern drills and oral dialogue. It also cultivates acceptable German pronunciation and intonation. CD's and DVD's featuring many native speakers are used. There is an oral introduction to German culture via reading materials.

**GERMAN 2 COLLEGE PREP** **9, 10, 11, 12 Full Year**  
**Prerequisite: Successful Completion of German 1** **5 Credits**

German 2 CP reinforces and continues the study of German grammar. The course emphasizes increased self-expression, vocabulary, reading, speaking and writing. There is also cultural exposure via supplemental materials such as films, DVDs, and cultural readers.

**GERMAN 3 HONORS** **10, 11, 12 Full Year**  
**Prerequisite: Successful Completion of German 2 AND Teacher Recommendation** **5 Credits**

German 3 Honors is an intensified conversation and composition course that encompasses a review and continued study of basic grammatical structures. The course includes a general survey of German culture as well as a more intensive study of German geography and history. There is also some use of newspapers, videos, games, as well as internet-based activities/projects.

**GERMAN 4 Honors\*** **11, 12 Full Year**  
**Prerequisite: Successful Completion of German 3 Honors AND** **5 Credits**  
**Teacher Recommendation**

Students continue to develop listening, speaking, reading and writing skills. Basic grammar points are reviewed, with an emphasis on improving basic writing skills and oral communication. Students will begin to write compositions and keep a journal in German. A variety of materials are used including short stories, videos, newspapers, magazine articles, poetry, radio plays, television episodes, video and internet resources. Cultural topics are covered within the context of reading/listening/viewing. Class discussions are in German with some grammar explanations in English. Students are expected to communicate in German.

**\*For this course, students have the option to register for Seton Hall Project Acceleration. The tuition is approximately \$225.00 (per semester) for six college credits through Seton Hall University for those students who successfully complete the full year course (both fall and spring semesters).**

**GERMAN 5 HONORS\*** **12 Full Year**  
**Prerequisite: German 4 Honors AND Teacher Recommendation** **5 Credits**

Students continue to develop reading and listening skills and oral fluency. This course reviews and reinforces basic grammar structures, with an emphasis on improving communication. Students will write short essays and keep a journal in German. A variety of materials are used including short stories, videos, poetry, song lyrics, radio plays, television episodes, video clips and internet resources. Cultural topics are explored within the reading/listening/viewing content. Class is conducted in German, with some grammar explanations in English. Students are expected to communicate in German.

**\*For this course, students have the option to register for Seton Hall Project Acceleration. The tuition is approximately \$225.00 (per semester) for six college credits through Seton Hall University for those students who successfully complete the full year course (both fall and spring semesters).**

**ADVANCED PLACEMENT GERMAN LANGUAGE AND CULTURE\***

**12 Full Year**

**Prerequisite: Grade of B or higher in German 4 Honors**

**5 Credits**

**AND Teacher Recommendation**

Advanced Placement German follows the prescribed objectives, offerings, and activities recommended by the College Entrance Examination Board. Advanced Placement serves the interest of students who wish to pursue college-level studies while still in secondary school and possibly shorten and/or complete their college language requirements. The AP German course helps prepare students to demonstrate their level of proficiency across the three modes of communication: interpersonal, interpretive and presentational. Students continue to strengthen listening and reading comprehension, writing skills and oral fluency. In addition to AP Practice Tests from the College Board, a variety of authentic materials are used including: internet news, magazine articles, short stories, poetry, song lyrics, TV episodes, commercials, video clips and interactive websites. Cultural topics are explored within the context of reading/listening/viewing, with an emphasis on making comparisons. Grammar is reinforced within the context of themes covered. The course is conducted entirely in German with some grammar explanations in English, with students expected to speak German exclusively in class.

Students in the course will be required to independently complete an intensive assignment each marking period (i.e. to view a movie, complete a reading packet, etc) in addition to regular, extensive homework assignments; keep a journal in German and write and edit at least 1-2 essays each marking period; make oral presentations in German and access and use German language media (social media, music, video, videogames, etc.) in their free time. Students may be required to take the Advanced Placement exam. Many colleges will grant credit and/or appropriate advanced placement to students who score well on the Advanced Placement exam.

**\*For this course, students have the option to register for Seton Hall Project Acceleration. The tuition is approximately \$225.00 (per semester) for six college credits through Seton Hall University for those students who successfully complete the full year course (both fall and spring semesters).**

