



GLEN ROCK HIGH SCHOOL

Program of Studies 2023–2024

GLEN ROCK HIGH SCHOOL
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***The Glen Rock School District complies with
All Federal and State Affirmative Action laws and regulations,
as well as being an equal opportunity institution.***

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DISTRICT MISSION STATEMENT

The Glen Rock School District, founded on principles of education, in partnership with a supportive community, provides an exceptional education to all students to cultivate resilient, responsible and engaged global citizens.

Approved and adopted by the Glen Rock BOE May 8, 2017.

INTRODUCTION

It is my pleasure, and the pleasure of District administration and staff, to present this Program of Studies to our school community. This document outlines the opportunities for our young scholars to take advantage of the many talents of our teaching staff. Our intent is to provide a variety of educational pathways for students that will both expose them to new learning opportunities and also allow them to continue to study the topics that interest them the most.

This Program of Studies provides high school requirements, policies, and procedures all in one centralized location. In addition, each course listing includes prerequisites and course descriptions so that students can plan their coursework more effectively. We hope that this Program of Studies will be a useful tool for students, staff, and parents.

Greg Van Nest
Assistant Superintendent of Innovation and Operations

GRADUATION REQUIREMENTS

Diplomas are awarded to students who have completed the requirements for graduation established in the curriculum approved by the Glen Rock Board of Education. Pursuant to law and regulation, graduation will be reasonably related to the student's demonstrated proficiency in basic computation and communication skills and in the student's achievement of the goals and objectives set by the Board of Education. A student must meet each of the following requirements to be eligible for graduation.

Graduation Requirements:

1. State testing graduation requirements – students must achieve a passing score on both the English/Language Arts and Mathematics sections of the New Jersey Graduation Proficiency Assessment (NJGPA) exam or fulfill one of the designated acceptable alternatives.
2. Demonstrate attainment of minimum curricular proficiencies through successful completion of 130 credits. These credits shall include the following requirements:

English	20 credits (Non-elective courses)
Social Studies	15 credits (World History, US History I & II)
Mathematics	15 credits (Algebra I, Geometry, Algebra II unless completed in Middle School)
World Language	10 credits
Science	18 credits (Biology and two additional lab science courses)
Physical Education/Health	20 credits (One year of Physical Education and Health for each year of enrollment)
Fine/Performing Arts	10 credits
21st Century Life & Careers Education	5 credits
Financial, Economic, Business & Entrepreneurial Literacy	2.5 credits

3. No credit will be given for a course unless a passing Grade of "D-" or better is achieved.
3. Students who receive Special Education and Related Services must earn a minimum of 130 credits and pass all sections of the NJSLA Assessment (or an acceptable alternative) unless otherwise specified within the student's Individualized Educational Program (IEP). The student's IEP may include modifications for the administration of any or all standardized tests.

Attendance Policy: To maximize opportunities for learning, it is expected that students attend all of their scheduled classes and follow their scheduled programs every day. Academic and disciplinary consequences of excused and unexcused absences shall be in accordance with adopted board policy.

Prerequisites: In sequential subjects, a student must pass each course in the progression in order to proceed to the next. A minimum passing grade of "D-" must be earned, but a grade of "C" is highly recommended.

Early Graduation: Opportunities may be considered for certain students who have special educational, vocational, social, or emotional needs. The student's parents/guardians, the counselor, the principal, and the superintendent must approve early graduation. Students who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. A student may not take two required English or Social Studies courses unless permission has been granted by the Principal and Superintendent.

Credits: Credits will be awarded as follows:

AP Science with lab:	7 credits
Science with lab:	6 credits
One full year subject:	5 credits
One-half year subject:	2.5 credits
One-year Physical Education (3 MPs):	3.75 credits
One-year Health (1 MP):	1.25 credits

New Jersey Student Learning Standards: The State Board of Education adopted a set of "Student Learning Standards" for public education in New Jersey that define the knowledge and skills virtually all students are expected to acquire by the completion of their thirteenth year of public education. The Glen Rock School System adheres to these Standards.

STANDARDIZED TESTING GRADUATION REQUIREMENTS

Classes of 2023-2025

English Language Arts (ELA)

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- Pathway 2: By meeting the designated cut score on a substitute competency test; or
- Pathway 3: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Mathematics

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the Mathematics component, such students may access the following pathways:

- Pathway 2: By meeting the designated cut score on a substitute competency test; or
- Pathway 3: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Pathway 1

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA and the NJSLS in Algebra I and Geometry. If, after completing the New Jersey Graduation Proficiency Assessment, a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall. A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

ELA	Mathematics
New Jersey Graduation Proficiency Assessment—ELA ≥ 750 (Graduation Ready)	New Jersey Graduation Proficiency Assessment—Mathematics ≥ 750 (Graduation Ready)

Pathway 2

This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests in the table for the second pathway (below).

Important Notes:

- Tests marked with an asterisk (*) are no longer administered but can be used for the graduating year.
- Beginning on Monday, January 28, 2019, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra

ELA	Mathematics
<p>One of the following:</p> <ul style="list-style-type: none"> • NJSLA/PARCC ELA Grade 9 • SAT Critical Reading (taken before 3/1/16) • SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) • SAT Reading Test (taken 3/1/16 or later) • ACT Reading or ACT PLAN Reading* • ACCUPLACER WritePlacer • ACCUPLACER WritePlacer ESL • PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) • PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) • ACT Aspire Reading* • ASVAB-AFQT Composite 	<p>One of the following:</p> <ul style="list-style-type: none"> • NJSLA/PARCC Algebra I • NJSLA/PARCC Geometry • NJSLA/PARCC Algebra II • SAT Math (taken before 3/1/16) • SAT Math Section (taken 3/1/16 or later) • SAT Math Test (taken 3/1/16 or later) • ACT or ACT PLAN Math • ACCUPLACER Elementary Algebra • Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) • PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) • PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) • ACT Aspire Math* • ASVAB-AFQT Composite

Pathway 3

This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

ELA	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

COURSE LEVELS

Placement at a particular level may not be the same across all department curricula. In those areas where learning is clearly sequential (mathematics, world language, etc.), placement is highly dependent on mastery of the sequence of skills. In other areas, where the learning depends largely on social interaction (verbal skills, etc.), the groups may comprise a greater range of student abilities. Placement assessments are required in certain areas, as alerted to the students; classroom teachers will recommend appropriate level placements.

Parents and students should carefully consider the advice of teachers, as this advice is based on the teachers' first-hand knowledge of the students' work in class and recognition of the standards that are expected for each level. These are important choices, and decisions should be based on the individual educational needs of each student. Students facing academic difficulty in a non-recommended course and then requesting a change during the school year may find that not all of their requested courses can be rescheduled and should be reminded that any grades attained will carry over into a similar-subject replacement course.

The school recognizes that, in establishing these groups, the social and emotional needs of students must be balanced with such factors as the results of standardized testing and skill mastery.

Course Level Placement:

Movement between levels is possible according to the following criteria:

Current Level	Desired Level	Requirements
CP	CP	N/A
CP	Advanced	Minimum grade of A- in prerequisite coursework OR Teacher Recommendation
CP	Honors	Minimum grade of A- in prerequisite coursework AND Teacher Recommendation
CP	AP	Appeals Process
Advanced	CP	N/A
Advanced	Advanced	Minimum grade of B- in prerequisite coursework
Advanced	Honors	Minimum grade of A- in prerequisite coursework OR Teacher Recommendation
Advanced	AP	Minimum grade of A- in prerequisite coursework AND Teacher Recommendation
Honors	CP	N/A
Honors	Advanced	N/A
Honors	Honors	Minimum grade of B- in prerequisite coursework OR Teacher Recommendation
Honors	AP	Minimum grade of A- in prerequisite coursework AND Teacher Recommendation
AP	CP	N/A
AP	Advanced	N/A
AP	Honors	N/A
AP	AP	Minimum grade of B- in prerequisite coursework AND Teacher Recommendation

Advanced Placement (AP):

The Advanced Placement (AP) Program is a cooperative educational endeavor sponsored by the College Board. Because many young people can complete college-level studies in their secondary schools, it represents a desire of schools and colleges to foster such experiences. These courses are designed to meet the needs of students who have demonstrated outstanding mastery of skills as measured against other students for their age and/or grade. Students enrolled in these courses are expected to maintain academic pace without extensive individualized support by their teachers. Only those courses, which are clearly designated as "AP," will receive an extra weight in computing grade point average. Specific entrance requirements are required for placement in these courses. Students receive an additional 0.5 for a full year AP course added to their grade point average (GPA), which will be used for cumulative GPA purposes.

Advanced Placement serves three groups: students who wish to pursue college level studies while still in secondary school; schools that desire to offer these opportunities; and colleges that wish to encourage and recognize such achievement. AP courses provide college-level instruction to interested students. Participating colleges may grant credit and/or appropriate placement to students who have done well on the AP examination; the award is at the discretion of the college or university.

Glen Rock High School encourages qualified students to participate in the Advanced Placement Program. Scheduling of these courses is subject to enrollment. While it is not mandatory, it is expected that a student's full commitment to an Advanced Placement Program includes taking the Advanced Placement examination in May. Complete information is available through the School Counseling Department or from the department supervisor.

Honors (H):

An Honors course is one in which the curriculum and requirements are designed to make rigorous demands on all students who are preparing for college. They are appropriate for students who are somewhat above grade level expectations as measured against national norms. Only those courses which are clearly designated "H" will receive an extra weight in computing grade point average. Students receive an additional 0.3 for a full year Honors course added to their grade point average (GPA) and then used for cumulative GPA purposes.

Advanced (Adv):

These courses are designed to instruct students at a faster pace and to develop the skills necessary to meet the rigors and time demands of Honors and AP courses. They are appropriate for students who are at or slightly above grade-level expectations and motivation as measured against national norms. Courses designated as "Advanced" will receive this notation on a student's transcript.

College Preparatory (CP):

These college preparatory courses are designed to make demands on all students who are preparing for college. They are appropriate for students who are meeting grade-level expectations as measured against national norms. These are the standard courses designed to meet the entrance requirements of most colleges and universities.

Note on placement into Advanced, Honors, and Advanced Placement courses from middle school to ninth grade

The transition from middle school to high school presents an academic challenge for all students, regardless of academic ability or level of maturity. In order to ensure the most appropriate placement for each individual student so that each student meets with success in high school, the following criteria will be considered for students moving into Advanced, Honors, and Advanced Placement courses after eighth grade:

- A minimum of A- final average in the preceding middle school course
- Teacher recommendation
- Other data as available and deemed appropriate by the Department Supervisor

For the 2023-2024 school year, this policy affects courses in the Mathematics, Science, Social Studies, and World Language Departments. See prerequisite coursework requirements for individual courses by department.

Students and parents will be notified of recommendations for these courses by mid-February with the exception of World Language. World Language notifications will be available in April.

Appeals

Any student who does not meet the criteria above for movement from one level to another will be afforded the opportunity to complete an appeal. Information regarding the appeals process is available in the School Counseling Department.

SPECIALIZED PROGRAMS

Concurrent Enrollment Electives:

Glen Rock High School offers students access to college level courses with a credit option in several subject areas through a *concurrent enrollment elective* offered in conjunction with Bergen Community College, Syracuse University Project Advance, the Middle College Program at Fairleigh Dickinson University, Seton Hall University, and the University of Delaware. The specific courses offered are the equivalent of first year college courses and may earn up to three (3) or four (4) college credits. The participating colleges/universities have approved the curriculum, textbooks, and teachers, and students must meet their particular criteria in order to receive college credit.

Students interested in the *concurrent enrollment elective* need to select the course, discuss the fees involved with their parents/guardians, and register according to the guidelines established by the respective college or university. Teachers, in concert with the School Counseling Department, will provide college enrollment information to eligible students. Students enrolling in concurrent enrollment courses are required to fill out an application form and pay tuition directly to the participating college/university to receive college credit. The cost for each course taken for college credit is determined by the participating college/university, and students will receive a college transcript for the course. The following courses, when offered at GRHS, are eligible for concurrent enrollment and college credit:

Course	Concurrent Enrollment Program
Introduction to Documentary Film	The Middle College Program at FDU
US Constitutional Law	The Middle College Program at FDU
Entrepreneurship	University of Delaware
Honors Art Major III	The Middle College Program at FDU
Digital Photography III	The Middle College Program at FDU
Music Production I	The Middle College Program at FDU
Music Production II	The Middle College Program at FDU
English 12 Humanities and the Arts	The Middle College Program at FDU
Honors Concert Choir	Seton Hall University
Honors U.S. History II	Bergen Community College
Psychology	Bergen Community College
Honors Chemistry	Bergen Community College
SUPA Forensic Science	Syracuse University Project Advance
Dynamics of Health Care in Society	Rutgers University

Home Instruction Eligibility

A student confined to home or hospital for physical and/or psychiatric reasons for a period of 10 consecutive days or 20 cumulative days is eligible for Home Instruction. To initiate an application for Home Instruction, please call your child's school counselor. Applications for Home Instruction must be accompanied by a physician's note that indicates the rationale for home instruction or by a Child Study Team recommendation. Each application for Home Instruction is subject to approval by the district physician as per Board of Education policy.

During the period of Home Instruction, the identified Home Instruction teacher obtains materials and assignments for instruction from the classroom teacher. The Home Instruction teacher is responsible for remaining in touch with the regular teacher(s) for assignments and continuity and for grading the assignments completed during Home Instruction. Students confined to Valley Hospital may receive instruction from our Home Instructional staff.

Students are entitled to a minimum of five hours of instruction per week, in no less than three daily visits per week. All home instruction service providers must be approved by the Board of Education. A student placed on Home Instruction will be issued a grade of Incomplete (I) on the report card for each course until the classroom teacher and the home instructor certify that course requirements have been met and a grade is determined.

Special Services

The goal of the District and the Department of Special Services is to ensure that all students with a disability receive a free and appropriate public education. Each student's program is developed through a team approach with individual needs in mind. Students are afforded vast educational opportunities and, to the greatest extent possible, are placed in the least restrictive environment.

The District provides a continuum of support services. Students with disabilities have access to general education with supplementary aids, as needed. In addition, a collaborative model provides students inclusive education provided by both a special education and general education teacher. Resource level courses which offer a smaller class size give students a higher frequency of individual and small group instruction. In addition, the Learning Strategies course is a special education out-of-class support program available to our secondary level students with individual educational plans (IEPs) in grades 9-12. Students enrolled in this class will receive instruction in executive functioning skills related to organization, planning, time management, and decision-making as well as reinforcement and re-teaching of academic skills in their curriculum content subject areas. The goal of this course is to assist the student in their self-advocacy and independent engagement in their academics.

In addition to the aforementioned class offerings, the social and emotional needs of students are met through therapeutic services provided by licensed social workers and psychologists. Counseling programs are developed to meet the individual needs of students and their families, as necessary. Other related services, such as speech, occupational and physical therapy are available, as well.

The Child Study Team, which consists of a school psychologist, learning disabilities teacher consultant (LDTC) and social worker, assists in the post-secondary transition which may include the coordination of services with community agencies and/or higher education.

Students with Limited English Proficiency

Students with limited English proficiency are provided with the program opportunities required by law and must fulfill the regular state and district requirements for graduation.

HIGH SCHOOL COURSE INFORMATION

Students will earn five credits for successfully completing a class that is scheduled daily for a full school year. Proportional credit is assigned for classes that meet less often or more often; a class that meets daily for a semester earns 2.5 credits, and a class with an additional laboratory period will be awarded 6 credits. AP Science courses will be awarded 7 credits.

For each year in attendance, students must maintain a minimum credit program according to the following guidelines: Ninth grade students are required to maintain a 35-credit program. Students in grades 10-12 are required to maintain a minimum credit program consisting of 35 credits for grade 10, 35 credits for grade 11, and 34 credits for grade 12. Each student will be permitted to elect additional courses; these will be offered on a seat-available/scheduling basis.

High School courses are assumed to be progressive in nature and contain a specific scope and depth of material to be mastered. Students that pass a course are expected to move on to the next course in the sequence. Students that fail a course with a grade of F may repeat that course to ensure mastery of its material before moving on to the next course in the sequence. However, the original grade (F) will remain on the transcript and be factored into the student's GPA.

Students who achieve a passing grade in a course (D- or higher) and earn credit in the course may not repeat that course for credit.

Certain courses, based on their skill-based content, may be repeated for credit. Other courses may meet these criteria, as determined by the administration. Some examples are listed below (this is not a complete or final listing):

- Choir
- Advanced Sculpture
- Advanced Broadcast Media
- Digital Photography III

Combination Classes:

In order to facilitate the scheduling of certain advanced classes in which enrollment is limited, the Principal, with the teacher's input, may combine students pursuing separate syllabi. This practice can occur in such areas as art where Art Major II and Art Major III students could work side by side in a common period. While it is difficult, if not impossible, to anticipate the availability of such complex arrangements, the offer of combined classes may be presented to individual students as the school's master schedule develops through the process of conflict resolution. Classes in basic or beginning level programs; i.e., Spanish I and II, etc., will not be combined.

National Collegiate Athletic Association (NCAA) Eligibility

The NCAA adheres to strict eligibility requirements for any student who plans to compete at the college level in a Division I or Division II athletics program. College-bound athletes need to be sure they have the number and type of courses required to meet NCAA eligibility requirements. Students should check with their school counselors for NCAA information and visit www.eligibilitycenter.org for specific guidelines. All potential college athletes are urged to complete the NCAA Clearinghouse registration at the beginning of junior year.

To be eligible to compete in NCAA sports during your first year at a Division I school, a student must graduate high school and meet ALL of the following requirements:

- Complete 16 core courses:
 - Four years of English

- Three years of math (Algebra 1 or higher)
- Two years of natural/physical science (including one year of lab science)
- One additional year of English, math or natural/physical science
- Two years of social science
- Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before the student's seventh semester. Once a student begins the seventh semester, the student may not repeat or replace any of those 10 courses to improve core-course GPA.
- Earn at least a 2.3 GPA in core courses.
- Earn an SAT combined score or ACT sum score matching the corresponding core-course GPA on the Division I sliding scale, which balances the test score and the core-course GPA. A student who has a low test score must have a higher core-course GPA to be eligible. If a student has a low core-course GPA, a higher test score is necessary for eligibility.

Option:

Within the structure of the schedule, most students who select 35 or 37.5 credits will have Option during most days. The program of these students includes English, Social Studies, Math, Science, World Language or Business, Physical Education and Health, one elective and Option. During Option, students must report to an assigned study center. After checking in, students, with the teacher's permission, may go to the Media Center, a departmental lab, a computer room, the School Counseling Office, or an individual teacher's conference area, or they may remain in the study center.

Option is essential in helping students develop time management skills and providing access to teachers, school counselors, library media resources, etc. within the framework of the school day. Option provides students with opportunities to develop study and research habits appropriate to the requirements of their programs and the demands of mastering learning in the information age. As teachers place more emphasis on a resource-based curriculum, students will need time to utilize the media center's on-line information retrieval systems, computers, and/or to consult with individual staff members.

Students must report to Option on time. Attendance is taken at the beginning of the period. Students must remain in the Option location for the duration of the period unless they have a pass from a teacher, counselor, or administrator. Students may request permission to visit the Media Center. Students are permitted to go to the Media Center on a limited basis.

Promotion/Retention

Students shall not progress to the next grade level or graduate unless they complete a minimum of 33 credits annually. Therefore, students must achieve the indicated credit totals to progress to the next grade level:

<u>Grade Level</u>	<u>Number of Credits</u>
9 th	--
10 th	33
11 th	66
12 th	99

Summer Reading:

Students enrolled in Honors and/or Advanced Placement programs may be assigned reading(s) or a project. Any summer reading assignments will be communicated to the students by their Honors or Advanced Placement teacher(s).

Option II / Online Courses / Summer Courses

Students who wish to enroll in an online course or subject for retake purposes or take a course or subject not previously taken and for which credits or placement may be awarded may only earn credits through the New Jersey Virtual School with prior approval by the Principal or designee. The District will not assume the responsibility for any costs of enrollment, fees, course materials, or required technology for such courses.

The New Jersey Department of Education (NJDOE) recognizes and acknowledges that all students will not achieve all of the required NJDOE approved learning standards in the same manner and/or with the same level of success. To this end, Glen Rock High School is permitted to allow students to pursue individualized learning opportunities, outside of the traditional classroom, that are stimulating and challenging and that enable students to meet or exceed the NJDOE approved standards. This is commonly referred to as "**Option II.**"

Participation in **Option II** is predicated on the application process through which students seek approval. Pursuant to N.J.A.C.6A:8-5.1 adopted in June 2009, district boards of education shall establish a process to approve individualized student learning opportunities that meet or exceed the NJSLS. This regulation requires a set of policies and procedures that permit a student or group of students to meet or exceed the core standards in any subject area through alternative activities. Documentation of the student's achievement of the curricular objectives is required. Courses may be taken for credit through **Option II** only under one of the following five scenarios:

1. The student failed the course and must remediate. Students who fail a course, or lose credit for any reason, can choose to remediate, or "make up," the course during the summer, instead of repeating it during the following school year. The course must meet for a minimum of 60 hours to qualify.
2. The course/experience is not offered at Glen Rock High School. Students may choose to take courses related to an area of interest, elective courses and/or courses that are not offered at Glen Rock High School. An application must be completed prior to enrollment in the course. No credit will be given without prior approval. All academic courses that will count toward graduation, including Health and Drivers Education, must be taken at Glen Rock High School. **Option II** is not intended to replace offered courses; rather, it is intended to enhance the existing curriculum.
3. The student wishes to enroll in college level courses.
4. Independent Study. Independent study program is intended for an individual who seeks intense study in an academic area not currently offered by the GRHS curriculum. Independent studies may not replace a course listed in the GRHS Program of Studies.
5. Internship: Junior and Seniors only may apply for internships. The student is responsible for arranging her/his own placement at an internship site and for transportation. Internships do not count towards the GPA. Internships may take place outside of the school day, or students may request "release time" during the school hours to intern. Those granted release time have additional responsibilities that are outlined in the Intern Request documentation.

Eligibility

1. **Option II** Credit is available to students in grades 9-12
2. Receipt of a completed **Option II** Credit Application by the Principal's **Option II** Credit Review Committee.
3. Acknowledgement of student, parent, and advisor/mentor (If applicable) responsibilities, expectations, and means through which the credits will be reported in the student's permanent record.

Complete Application – May 1st Deadline

1. Obtain an application from assigned school counselor or download forms [here](#)
2. Complete Sections 1, 2, and 3 of the Application for **Option II** Credit form.

3. Submit application to appropriate Department Supervisor for completion of Section 4. Independent Study and Internship require the completion of additional application forms.
4. Secure an advisor/mentor, if applicable.
5. Obtain all signatures required in Section 5 of the Application for **Option II** Credit.
6. **Optional** - include additional information that will assist the Principal's Committee in evaluating the request.
7. Submit completed application to the Principal's **Option II** Credit Review Committee.

Application Review/Approval

1. The Principal's **Option II** Credit Review Committee will review completed applications within 10 days following established deadlines and a determination will be made.
2. Notification of the Principal's Committee's decision to approve or disapprove will be sent to the student and parent.

Certification of **Option II** Credit

1. If approved, the student shall participate in the **Option II** Credit experience and submit necessary documents to verify completion. These documents shall include any or all of the following and deemed necessary by the Principal's Committee: official transcript; evaluation report; attendance report; completed project; and any other elements agreed to in the **Option II** application agreement.
2. Following the final review of the **Option II** Credit experience by the Principal's Committee, notice will be sent to the student, parent and school counselor regarding the decision to award credit. The student's transcript will be amended as necessary.
3. Appeals - students and parents have the right to appeal the decision of the Principal's Committee. Such appeals must be submitted within 3 days of the Committee's decision. The appeal should address the specific reason(s) cited by the Committee in reaching its decision. Appeals can be made regarding eligibility and/or regarding the awarding of credit.

Students who retake a course may only earn or be awarded credits from New Jersey school districts. The district will not assume the responsibility for any costs of enrollment, fees, course materials, or required technology for such courses.

Students who wish to take a course not previously taken and for which credits or advanced course placement may be awarded, may only earn credits from New Jersey school districts or accredited colleges with prior approval by the Principal or designee. Grades from a course not previously taken and for which credits or advanced course placement may be awarded shall not be factored into the students' grade point average (GPA).

Students may take only up to 24 total credits for courses not previously taken during their time as a student. Up to 11 credits per academic year will be permitted for students who wish to take a course not previously taken and for which credits or advanced course placement may be awarded. The district will not assume the responsibility for any costs of enrollment, fees, course materials, or required technology for such courses.

Students who wish to enroll in an online course for credit recovery purposes or take a course or subject not previously taken and for which credits or placement may be awarded may only earn credits through the New Jersey Virtual School with prior approval by the Principal or designee. Up to 11 credits per academic year will be awarded upon successful completion of a New Jersey Virtual School course. The Principal or a designee must approve any additional credits. The

district will not assume the responsibility for any costs of enrollment, fees, course materials, or required technology for such courses.

Grades from a New Jersey Virtual School course or subject (up to six credits per academic year) not previously taken and for which credits or advanced course placement may be awarded will not be factored into the students' grade point average (GPA).

HIGH SCHOOL GRADING SYSTEM

In equating quarterly averages to a letter grade, the following percentage equivalents shall apply in every department:

97 and above A+	73 - 76 C
93 - 96 A	70 - 72 C -
90 - 92 A -	67 - 69 D+
87 - 89 B+	63 - 66 D
83 - 86 B	60 - 62 D -
80 - 82 B -	59 and below F
77 - 79 C+	

For the purpose of computing the final grade in each course, the following grade point average equivalents are used to convert quarterly grades into final course grades:

A+ = 4.3	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0.0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	

The following ranges apply when calculating final course grades:

<u>Letter Grade Range</u>	<u>Letter Grade Range</u>	<u>Letter Grade Range</u>
A+ = 4.15 - 4.300	B- = 2.50 - 2.849	D = 0.85 - 1.149
A = 3.85 - 4.149	C+ = 2.15 - 2.499	D- = 0.50 - 0.849
A- = 3.50 - 3.849	C = 1.85 - 2.149	F = 0.00 - 0.499
B+ = 3.15 - 3.499	C- = 1.50 - 1.849	
B = 2.85 - 3.149	D+ = 1.15 - 1.499	

Advanced Placement (AP) courses receive a 0.5 addition to the quarterly numeric equivalent in the computation of grade point average. Honors (H) courses receive a 0.3 addition to the quarterly numeric equivalent in the computation of grade point average. Advanced (Adv) courses receive NO additional weighting added to the quarterly numeric equivalent in the computation of grade point average.

Academic Honor Rolls

- **High Honor Roll.** A student shall be placed on the High Honor Roll upon achievement of a grade of A- in all subject areas except one, and that grade shall be no less than B-. The designation of High Honor Roll is posted in the Genesis Parent Portal.
- **Honor Roll.** A student shall be placed on the Honor Roll upon achievement of a grade of A- in at least one subject area and B- in all other subject areas. No grade shall be less than B-. A student must receive a passing grade, D- or above, in Physical Education/Health. The designation of Honor Roll is posted in the Genesis Parent Portal.

Determination of Final Grades:

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Course Type	Semester 1		Semester 2	
Semester	50%	50%	50%	50%
Quarter	100%	100%	100%	100%
Full Year	25%	25%	25%	25%

Incomplete Grades

A grade of "Incomplete" will be given to those students unable to complete the work assigned to the course for reasons beyond the student's control.

1. A teacher who submits a grade of incomplete will accompany the grade with a reasonable estimate of the amount of time the student will require to complete the work necessary for the granting of credit.
2. Except as may be required by unusual circumstances, make-up work should be completed within two weeks (10 school days) of the end of the grading period or, if the student is unable to attend school, two weeks after the student's return to school.
3. The student's completed work will be graded, and the teacher will submit a grade to the School Counseling Department; this grade will replace the incomplete grade on the student's report card and/or transcript.
4. Teachers may submit for a change of a student's grade up to ten school days after the close of a grading period.

Class Rank

Glen Rock High School does not provide class rank. If class rank is required for college scholarships or military academy admission purposes, a student may request that his/her rank be released directly to the institution or organization.

Valedictorian/Salutatorian Recognition

- Glen Rock High School identifies the student with the highest grade point average (GPA) after 7 semesters as the Valedictorian of the graduating class.
- Glen Rock High School identifies the student with the second-highest grade point average (GPA) after 7 semesters as the Salutatorian of the graduating class.
- In order to be eligible for the designation of Valedictorian or Salutatorian, a student must be enrolled in Glen Rock High School for a minimum of 6 semesters.

Transcripts

A transcript is defined as a document for all high school students exiting the school district that describes a student's progress toward achievement of the New Jersey Student Learning Standards (NJSLs) and other relevant experiences and achievements. A student's transcript is the official document that lists the courses and grades earned to meet the high school graduation requirements. During the college application process and for other post-secondary applications, students must give permission for the School Counseling Department to release their transcripts to outside organizations and request that transcripts be sent via the School Counseling Department's transcript request procedures.

SCHEDULING

Course Selection and Scheduling Timeline

Starting in February and running through March, all students will meet with their School Counselors to enter course requests for the following school year. Prior to this meeting, teacher recommendations and scheduling materials, including the Program of Studies, are made available to students and parents/guardians so that they can discuss individual academic, college, career, and personal goals and make informed decisions regarding scheduling options.

Once all course requests are entered, class sections are created, and the master schedule is designed with tentative schedules set for distribution in June. All schedule changes for Full-Year courses and Semester 1 courses will take place over the course of the summer during a specified scheduling change window and exclusively through the use of electronic scheduling change forms; all requests for schedule changes must be received by the deadline indicated on the electronic forms. All requests to change a Semester 2 course must be made in writing to the student's school counselor by the last day of Quarter 1. The alternate Semester 2 course must run in the same period as the original course in order for the schedule change to be considered. All Semester 2 schedule changes must be approved by the Director of Student Personnel Services and the Principal.

Finalized schedules will be released in August. Please note that some courses listed in the Program of Studies may not be offered due to insufficient enrollment or for other reasons.

Criteria for Changing Student Schedules

Students are expected to honor their commitments and to attend and satisfactorily complete the courses which they requested during counseling conferences. After receipt of the schedule, changes will not be made for reasons of convenience. Only educationally sound changes will be considered according to the guidelines listed below:

- A recommendation from the Child Study Team requires a change.
- A recommendation from an administrator for disciplinary, attendance, or instructional reasons requires a change.
- A change in placement is determined by the appropriate Supervisor.
- The schedule includes a clerical error.

Preferential schedule changes will not be considered for any of the following reasons:

- The student has a preference for a given teacher.
- The student wishes to drop a course for a non-educational reason.
- The student wishes to take fewer than the required selected courses.
- The student wishes to rearrange periods for convenience.

Transferring Levels

All level changes will take place over the course of the summer during a specified level change window and exclusively through the use of electronic level change forms; all requests for level changes must be submitted by the deadline indicated on the electronic forms. Once the school year has started, a student may not transfer levels from a less rigorous to a more rigorous course.

Prior to the last day of Quarter 1, a student enrolled in an Advanced, Honors or Advanced Placement course may request a transfer to a less rigorous course. The student must meet with his or her current teacher regarding the level change, and the teacher must provide the student's school counselor with a written statement approving the change. The change may only occur if the course is aligned with the subject and material of the more rigorous course. The principal will make the final decision on the level change after a complete review of the request.

Course Drop/Withdrawal

- **Semester Courses**
 - A semester course may be dropped up until the mid-point of Quarter 1 for a Semester 1 course and up until the mid-point of Quarter 3 for a Semester 2 course. When a course is dropped within the permitted time frame, it will not appear on the student's transcript.
 - When a student withdraws from a semester course after the permitted time frame, the course will be listed as a Withdraw (W) on the transcript.
 - In order to drop a course, a student must still carry the minimum number of credits required to maintain grade level status.
- **Full Year Courses**
 - A full year course may be dropped up until the last day of Quarter 1. When a course is dropped within the permitted time frame, it will not appear on the student's transcript.
 - When a student withdraws from a full year course after the permitted time frame, the course will be listed as a Withdraw (W).
 - In order to drop a course, a student must carry the minimum number of credits required to maintain grade level status.
- If a transcript for a Senior has already been sent to a college or university such that the dropped course appeared on the official transcript as a course in progress, it will be necessary for the college or university to be informed of the dropped course. The School Counseling Department, in conjunction with the student, is responsible for informing the college or university of this change in the student's programming.

ENGLISH COURSE OFFERINGS

All course offerings are contingent upon staffing and enrollment.

9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	English 11	English 12: <ul style="list-style-type: none"> • Modern Drama Literature • More of Shakespeare • Contemporary Fiction • Humanities and the Arts
	English 10 Advanced	English 11 Honors	English 12 Honors: <ul style="list-style-type: none"> • Modern Drama Literature • More of Shakespeare • Contemporary Fiction
		AP English Language and Composition	AP English Literature and Composition
Public Speaking	The Graphic Novel	Literature and Social Justice	
Creative Writing A	Creative Writing B	Writers' Workshop A	Writers' Workshop B
Journalism I	Advanced Journalism II	Advanced Journalism III	Honors Journalism IV

English 9 **5 credits**
Required Grade 9 [1313] **State Course Code [01001]**

In English 9, students will form habits that will lay the foundation for them to evolve as critical and analytical readers, writers, and thinkers. Reading strategies, the study of an author's craft, and argument development will be revisited and built throughout the year. Shakespeare is introduced, and novels, short stories, and plays are explored. Among the works studied as a class and in book clubs are *To Kill a Mockingbird*, *Night*, *Of Mice and Men*, *The Secret Life of Bees*, *Inherit the Wind*, and *Romeo and Juliet*, allowing students to understand literature in its social and historical context.

English 10 **5 credits**
Required Grade 10 [1413] Advanced [1412] **State Course Code [01002]**
PREREQUISITE FOR ADVANCED: Minimum grade of A- in English 9 **OR** Teacher Recommendation

American literature and an organized program of composition and language study comprise the basic curriculum. Students study American literature in its historical and social context. Many writers are introduced and several major works are studied in depth. Among the writers studied are Hawthorne, Thoreau, Whitman, Poe, Twain, Frost, Hemingway, Fitzgerald, Steinbeck, Hurston, Hansberry, Miller, Baldwin, Salinger, Knowles, Morrison, Ward, Beals, Sanchez, and Alexie.

The writing program is coordinated with the literature program. Paragraph development is emphasized. Practice in précis writing, paraphrasing, and outlining helps to prepare students for writing longer papers. Research skills are taught following the Modern Language Association (MLA) style, and a research paper is required. Systematic work in spelling, vocabulary, and grammar is continued throughout the year.

English 11

5 credits

Required Grade 11 [1513] Honors [1511]

State Course Code [01003]

PREREQUISITE FOR HONORS: Minimum grade of A- in CP English 10 **AND** Teacher Recommendation; **OR** Minimum grade of A- in Advanced English 10 **OR** Teacher Recommendation

English 11 offers the student an in-depth study of various genres selected from world literature. It balances the classic with the contemporary, offers a wide diversity of writers, and emphasizes the importance of the close reading of literature as the avenue to enjoying and appreciating it. This course seeks to give the student a sufficient grasp of the nature and variety of fiction, poetry, memoir, and documentary. Writers studied are Shakespeare, Golding, Lahiri, Coehlo, Alvarez, Beah, Satrapi, and others. Students develop skills in expository writing, anchored throughout the year in multiple research tasks following the Modern Language Association (MLA) style.

English 11: Advanced Placement (AP) English Language and Composition

5 credits

Advanced Placement [1510]

State Course Code [01005]

PREREQUISITES: Minimum grade of A- in Advanced English 10 **AND** Teacher Recommendation

Advanced Placement English Language and Composition prepares the student for the Advanced Placement Examination in Language and Composition, which is given in May. This is an advanced, upper level English course available to highly qualified juniors. This course will engage students in becoming skilled readers of nonfiction prose written in a variety of rhetorical contexts and in becoming writers who compose for a variety of purposes. According to the College Board, this course “provides students with opportunities to write about a variety of disciplines and to demonstrate an awareness of audience and purpose,” and it enables students to write effectively in courses across the curriculum and in their lives beyond school. This course emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication. It is assumed that all students taking AP English Language and Composition will take the Advanced Placement exam at the end of the year. This course requires a topic-specific summer reading assignment that is evaluated during the school year.

Advanced Placement (AP) English - Literature and Composition

5 credits

Advanced Placement [1610]

State Course Code [01006]

PREREQUISITES: Minimum grade of A- in prerequisite Honors English 11 **AND** Teacher Recommendation; Minimum grade of B- in AP Language & Composition **AND** Teacher Recommendation

Advanced Placement English 12 prepares the student for the Advanced Placement examination in Literature and Composition, which is given in May. During the year, students critically read and analyze a wide variety of works including novels, short stories, plays, and poetry that span various time periods and literary movements in order to develop a wealth of reading experience. A strong interest in literature is assumed. Examples of the course's works of focus include but are not limited to *Frankenstein*, *Hamlet*, and *The Kite Runner*. Class discussions of these readings as well as subsequent timed, in-class, formal essay assignments will focus on improving the student's higher order thinking skills. It is also assumed that all students taking A.P. English

Literature and Composition will take the Advanced Placement exam at the end of the year. Furthermore, AP Literature requires a series of topic-specific summer reading assignments that are evaluated during the school year.

English 12: Modern Drama Literature

5 credits

Honors [1651] College Prep [1653]

State Course Code [01004]

PREREQUISITES FOR HONORS: Minimum grade of A- in CP English 11 **AND** Teacher Recommendation; OR Minimum grade of B- in Honors English 11 **OR** Teacher Recommendation

Students read the works of important playwrights from the modern period, while examining those plays in the context of great theatre from ancient to Elizabethan times. Genre, plot, conflict, character, structure, language, and ideas are analyzed. Works by major drama critics are discussed. The lives of the playwrights and their particular perspectives, as well as the impact of historical and political events, will be researched. Writing skills and vocabulary development are stressed. Considerations for staging the plays, in terms of design, performance and audience reception, are discussed and explored.

English 12: More of Shakespeare

5 credits

Honors [1631] College Prep [1633]

State Course Code [01004]

PREREQUISITES FOR HONORS: Minimum grade of A- in CP English 11 **AND** Teacher Recommendation; OR Minimum grade of B- in Honors English 11 **OR** Teacher Recommendation

Students read a number of Shakespeare's comedies and tragedies and trace his development as a dramatic artist. The course emphasizes his initial use and subsequent manipulation of dramatic conventions including plot development, conflict, dialogue, and soliloquy. Students will also observe Shakespeare's growth from his delineation of conventional stereotyped characters to his creation of fully developed, complex characters. Students will prepare a required research paper following the Modern Language Association (MLA) style.

English 12: Contemporary Fiction

5 credits

Honors [1641] College Prep [1643]

State Course Code [01062]

PREREQUISITES FOR HONORS: Minimum grade of A- in CP English 11 **AND** Teacher Recommendation; OR Minimum grade of B- in Honors English 11 **OR** Teacher Recommendation

This course provides an exploration of the development of twentieth and twenty-first century fiction. Through representative works by such authors as Hosseini, Bradbury, Irving, O'Brien, King, Hamill, Walker, Sebald, Morrison, Guterson, Bechdel, Sebald, and others students explore many directions in themes and techniques that have emerged in the twentieth and twenty-first centuries. Students develop expository writing skills through a number of analytical essays, including several requiring critical research following the Modern Language Association (MLA) style.

English 12: Humanities and the Arts – Concurrent Enrollment Elective

5 credits

College Prep [1623]

State Course Code [01004]

Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with the Middle College Program at Fairleigh Dickinson University.

This course explores common themes across different times, locations and cultures. Studies include short stories, epic poems, plays, non-fiction articles, songs, paintings, online publications, and other forms of literature and expression. Cultures examined include: Ancient Greek and Roman, Egyptian, Norse, Hindu, Aztec, Native American, Celtic, Anglo-Saxon, Judeo-Christian, Hawaiian, modern (20th and 21st century) North American and others. Each unit studied involves vocabulary development, representative readings, group discussion, and an expository paper. Several varied research projects are required of each student following the Modern Language Association (MLA) style.

Public Speaking**2.5 credits****Elective Grade 9-12 [1353]****State Course Code [01151]**

This semester elective course for students in grades 9-12 will provide students with the skills required for the preparation and delivery of formal speeches, presentations, debates, and interviews. Skills to be emphasized include selecting and researching a topic for a speech; preparing, delivering and evaluating the effectiveness of a speech; conducting and participating in an interview; preparing and participating in an oral presentation; and preparing for and participating in a debate. In addition to doing web-based research for most presentations and speeches, students use a variety of software programs in the research, preparation, and delivery of formal speeches, interviews, debates, and presentations. By the end of the course, students are proficient in the use of various components of the Google Suite including Google Classroom, Google Documents, and Google Slides. Additionally, students use Adobe Photoshop and various drawing and painting programs, PowerPoint, PearDeck, and NearPod.

Creative Writing A and B**2.5 credits****Elective Grades 9-12 I [1843] II [1853]****State Course Code [01104]**

Creative Writing A and B are open to students in grades 9 through 12 who have an interest in developing skills in various writing techniques including point of view, figurative language, imagery, and other elements of poetry and fiction-writing. Creative Writing A offers students opportunities to develop their unique writer's voice through writing various forms, including memoir, short stories, poems, and plays. Many models of poems, short stories, and plays are used as examples. Class members are expected to exchange their work and to offer constructive criticism. A given assignment will undergo several drafts, each critiqued by the student and peer group, before it is graded. Students use technology in this course for planning, writing, editing, conferencing, and publishing. Students in this course also have the opportunity to participate in the production of the high school literary magazine, *MOBIUS*, or submit their work to be published in the magazine. They learn the basics of developing and designing a portfolio page using Google Sites. Students who elect to take Creative Writing B have successfully completed Creative Writing A and have demonstrated the ability and potential to undertake and carry out a self-directed writing project. These students will work more independently through contracting and mini-conferences with the teacher on student-determined assignments leading to a compilation of original writings in a portfolio at the end of the semester. When appropriate, students in Creative Writing B will participate in community-building and collaborative activities within the creative writing workshop.

Journalism I**5 credits****Elective Grades 9-12 [1832]****State Course Code [11101]**

This course introduces journalism. Students taking this course work on the school newspaper, *The Glen Echo*. Topics covered during the year include an examination of the news media, gathering of news, writing news leads, writing news stories, conducting and writing interviews, developing and writing feature stories, sports stories, editorials and specialty stories, conducting surveys, editing the news, writing headlines, laying out stories on the page, etc. From photography with DSLRs, to Podcasts, to video editing, Journalism students use a multitude of new and emerging multimedia tools. As part of the Journalism class, students will be part of *The Glen Echo*, an online publication (www.theglenecho.com) that runs on the WordPress CSS platform. Students will learn how to publish stories and multimedia from the backend interface. As reporters in the 21st century, students will also create posts for and manage social media accounts, including Facebook, Instagram, Twitter, and Snapchat. Students will also use emergent reporting tools such as Shorthand Social and those available in the KnightLab Suite, which meld traditional reporting and multimedia.

Advanced Journalism II**5 credits****Elective Grades 10-12 [1833]****State Course Code [11101]****PREREQUISITE:** Journalism I

This course offers students the opportunity to further his/her writing and editing skills. Assigned to the same class period as the Journalism I students, the students enrolled in Advanced Journalism II are required to meet a more difficult set of criteria. Beyond writing the news, features, sports, and other assigned stories by deadline, Advanced Journalism II students also develop and apply skills in editing, proofreading, computer-assisted layout, and use of graphic design. From photography with DSLRs, to Podcasts, to video editing, Journalism students use a multitude of new and emerging multimedia tools. As part of the Journalism class, students will be part of *The Glen Echo*, an online publication (www.theglenecho.com) that runs on the WordPress CSS platform. Students will learn how to publish stories and multimedia from the backend interface. As reporters in the 21st century, students will also create posts for and manage social media accounts, including Facebook, Instagram, Twitter, and Snapchat. Students will also use emergent reporting tools such as Shorthand Social and those available in the KnightLab Suite, which meld traditional reporting and multimedia. A strong interest in writing is assumed.

Advanced Journalism III

5 credits

Elective Grades 11-12 [1834]

State Course Code [11101]

PREREQUISITE: Advanced Journalism II

This course offers the student, who has successfully completed Journalism I and Advanced Journalism II, an opportunity to further his/her writing, speaking, editing, computer, management, business, and photography skills. Assigned to the same class as the Journalism I and Advanced Journalism II students, the Advanced Journalism III student is required to meet a more demanding set of criteria. Beyond writing stories focusing on news, features, opinion editorials, sports, entertainment, and other assigned stories, the focus of this course also develops and applies the management skills required for producing and advertising *The Glen Echo*. From photography with DSLRs, to Podcasts, to video editing, Journalism students use a multitude of new and emerging multimedia tools. As part of the Journalism class, students will be part of *The Glen Echo*, an online publication (www.theglenecho.com) that runs on the WordPress CSS platform. Students will learn how to publish stories and multimedia from the backend interface. As reporters in the 21st century, students will also create posts for and manage social media accounts, including Facebook, Instagram, Twitter, and Snapchat. Students will also use emergent reporting tools such as Shorthand Social and those available in the KnightLab Suite, which meld traditional reporting and multimedia. A passion for writing is assumed.

Honors Journalism IV

5 credits

Elective Grades 11-12 [1835]

State Course Code [11101]

PREREQUISITE: Advanced Journalism III

Honors Journalism IV offers the student who has successfully completed Advanced Journalism III an opportunity to further develop his/her writing, reporting, layout, speaking, editing, computer, management, business, and photography skills. Assigned to the same class as the Journalism I, Advanced Journalism II, and Advanced Journalism III students, the Honors Journalism IV student is required to meet an even more demanding set of criteria. Additionally, students taking this course are required to become a member of the Editorial Board and to hold (and meet the requirements of) one of the top positions on the staff of the newspaper, *THE GLEN ECHO*. Beyond writing stories focusing on news, features, opinion pieces, editorials, sports and entertainment, and other assigned stories, the Honors Journalism IV student also develops and applies the management skills required for producing *The Glen Echo*. From photography with DSLRs, to Podcasts, to video editing, Journalism students use a multitude of new and emerging multimedia tools. As part of the Journalism class, students will be part of *The Glen Echo*, an online publication (www.theglenecho.com) that runs on the WordPress CSS platform. Students will learn how to publish stories and multimedia from the backend interface. As reporters in the 21st century, students will also create posts for and manage social media accounts, including Facebook, Instagram, Twitter, and Snapchat. Students will also use emergent reporting tools such as Shorthand Social and those available in the KnightLab Suite, which meld traditional reporting and multimedia.

Writers' Workshop A and B

2.5 credits

Elective Grades 9-12 I [1863] II [1873]

State Course Code [01103]

These courses are semester electives for students in grades 9 through 12 who have an interest in developing non-fiction writing skills such as the personal narrative, the persuasive essay, and other forms of creative nonfiction writing. Writers' Workshop I introduces writing as a process rather than a static exercise. This writing process employs a workshop approach in which both the instructor and students, as members of peer groups, provide feedback and helpful suggestions about class members' rough draft assignments. A given assignment will undergo several drafts, each critiqued by the student and peer group. Students use technology in this course for planning, writing, editing, conferencing, and publishing. Emphasis in the course is on the development of narrative writing and descriptive writing. Students write character sketches and essays of description, explanation, comparison, and persuasion. Additionally, students will read and analyze mentor texts from published authors in order to learn from models of good writing in every genre. Students who elect to take Writers' Workshop II have successfully completed Writers' Workshop I and have demonstrated the ability and potential to undertake and carry out a self-directed writing project. These students will work more independently through contracting and mini-conferences with the teacher on student-determined assignments leading to a compilation of original writings in a portfolio at the end of the semester. A student might elect to write several chapters of a memoir, for example. Perhaps a student will engage in an extensive research project on a topic of great personal interest and write a piece or a series of pieces of creative nonfiction similar to magazine articles. When appropriate, students in Writers' Workshop II will participate in community-building and collaborative activities within the writing workshop.

<u>The Graphic Novel</u>	<u>2.5 credits</u>
Elective Grades 9-12 [1673]	State Course Code [01061]

The objective of this semester elective is to introduce students to an expanding form of literature: the graphic novel. Students will read different graphic novels and learn about the background of comic books and graphic novels. Works studied will include *Maus*, *V for Vendetta*, and *Persepolis*, among others. After reading Scott McCloud's *Understanding Comics: The Invisible Art*, students will have learned how to create a graphic novel. Using the web-based platform *Storyboard That*, students will make a comic story using the compositional techniques introduced in class. Special emphasis will then be placed on how to finish a project and prepare it for publication and/or marketing.

<u>Literature and Social Justice</u>	<u>2.5 credits</u>
Elective Grades 10-12 [1893]	State Course Code [01065]

This semester-long elective course will be open to students who have an interest in social justice fiction and nonfiction, as well as community service. Students must have taken ninth grade English prior to taking this course. The first objective of this elective is to immerse students in literature that features, whenever possible, teen protagonists engaged in social justice issues such as veterans' rights (treatment for PTSD, and homelessness), gender and racial identity, poverty, and inequality. The objective of the second marking period is for each student to identify a social justice issue he/she feels passionate about, and to create an action research project to address it. The literature immersion will involve literary analysis and interpretation, and the research project and presentation will be technology-oriented, as students will present their findings through podcasts, videos, interactive movie posters, and/or other multimedia vehicles. Students will work individually and in collaboration with each other as they plan and carry out community service projects

ENGLISH AS A SECOND LANGUAGE

English as Second Language Program

5 credits

K-12 ESL Direction Instruction [1996]

State Course Code [01008]

The English as a Second Language (ESL) program components ensure each student receives instruction towards helping the student achieve the New Jersey State Learning Standards in reading, writing, speaking, and listening in conjunction with the WIDA standards for English Language Learners (ELLs). Opportunities are provided in order to become proficient in the use of the English language. The ESL program provides English language learners (ELLs) various strategies including direct language instruction as well as adaptations to instruction and assessment in all content areas, both of which must be commensurate with the student's level of English proficiency.

ESL In-class Support

In-class support is provided in content area instruction, aligned with the corresponding standards, and adapted to meet the needs of English language learners (ELLs). Accommodations and modifications are provided by the ESL teacher, which are collaboratively developed by the ESL teacher and grade level/content teacher(s). Academic support services provided to ELLs may include additional instruction or supplemental materials within the content courses.

FINE & PERFORMING ARTS COURSE OFFERINGS

All course offerings are contingent upon staffing and enrollment.

Basic Art & Design	Media Arts	Music Production I	Music Theory Lab I
Drawing and Painting	Graphic Design	Music Production II	Music Theory Lab II
Sculpture/Ceramics	Advanced Graphic Design	Music Production III	Music Theory Lab II
Advanced Sculpture/Ceramics	Photo I - Introduction to Digital Photography	Music Production IV	Music Theory Lab IV
Art History: Antiquity to Post-Modern	Photo II	Art Major I	High School Concert Band
	Photo III	Art Major II	Concert Choir
	Honors Photography	Art Major III Honors	Concert Choir Honors
			Orchestra

Glen Rock High School's Visual Arts Faculty would like to invite all students to experience and explore the visual arts. Our philosophy is that our students are individuals and should be evaluated accordingly. Individual progress is our focus, not just ability.

Glen Rock High School's visual arts classes offer students the opportunity to engage in the exploration of materials, skill development, aesthetic judgment, and conceptual idea formation. These experiences strongly influence and contribute to higher order thinking skills.

Many of our courses are offered as classrooms with differentiated instruction, meaning that we make every effort to accommodate every student's needs. We provide a nurturing experience for students, which develops into a closely connected community. The visual arts challenge students in a very different way. Glen Rock is a community in close proximity to many cultural experiences. We are fortunate to be able to expand our curriculum by taking advantage of the rich cultural venues and events, which are just a bus ride away!

Basic Art & Design (a foundation art class)

2.5 credits

Elective Grades 9-12 [8003]

State Course Code [05151]

This semester course is a foundation studio art course. Students in this class will have the opportunity to explore a range of media and techniques through work in drawing, painting, scratchboard, printmaking, collage, and more. Emphasis is placed on the relationship between fine art and commercial design. Students will explore the ever-evolving definition of art as well as the visual culture that is a part of everyday life. The goal of this course is to assist students in developing their sensibilities through strengthening their art making and design skills. This course is recommended for students interested in the Art Major program; however, it is a wonderful semester experience offered to everyone in Grades 9-12!

Drawing & Painting (a foundation art class)

2.5 credits

Elective Grades 9-12 [8013]

State Course Code [05155]

Drawing & Painting is a course, which was created on the premise that drawing is the key to painting, as well as an independent mode of expression. This enjoyable course focuses on the skills that increase a person's awareness and ability to translate visual information from direct observation. Students will work with a range of subject matter. Techniques will be explored through a variety of mediums, such as pencil, charcoal, pastel, pen and ink, and wash drawing. The painting segment of this course will include still life, landscape, and themes connected to the

imagination. Mediums such as watercolor and acrylic paint will be explored. The visual arts faculty's philosophy is that each student is an individual whose technical skill and conceptual awareness is developed on an individual basis. The focus is to assist each student in the development of their authentic voice, enhancing technical skills and personal expression. This course is recommended for students interested in the Art Major program; however, it is a wonderful semester experience offered to everyone Grades 9-12!

Sculpture/Ceramics (*a foundation art class*)**2.5 credits****Elective Grades 9-12 [8023]****State Course Code [05158]**

Sculpture/Ceramics I is a foundation course for high school students offering the opportunity to explore 3-dimensional design techniques through a variety of media such as: clay, paper, cardboard, plaster, wood, and mixed media. Clay sculpting techniques by both hand and wheel will be explored. Sculpture, ceramics, conceptual, performance, environmental and installation art will be discussed. This course is an investigation of methods, concepts, and materials related to 3-D design. Materials and idea formation will be aesthetically related to functional and non-functional design. This is a wonderful course for the student who would like to learn about the language of 3-dimensional design, or for anyone interested in pursuing a career in engineering or architecture.

Advanced Sculpture/Ceramics (*may be repeated*)**2.5 credits****Elective Grades 9-12 [8022]****State Course Code [05159]**

PREREQUISITE: Sculpture/Ceramics I

An advanced course offering students the opportunity to further explore three dimensional techniques through a variety of media such as clay, cardboard, plaster, wood, and mixed media. Emphasis will be placed on advancing skills and techniques learned in Sculpture I. This course is an investigation of methods, concepts, and materials related to 3D design. Students are encouraged to develop their own artistic voice. Students will choose areas of concentration, and develop a body of work in consultation with the teacher. At the end of the semester, students will create a final project reflecting their chosen method of focus. This is an extension of a course for the student who would like to learn more about the language of 3D design and anyone contemplating pursuing an engineering or architectural career. For students interested in continuing their education in sculpture, Advanced Sculpture/Ceramics may be taken repeatedly.

Art History: Antiquity to Post-Modern**2.5 credits****Elective Grades 9-12 [8173]****State Course Code [05152]**

This class will introduce Western and non-Western art and architecture from antiquity to Post-Modern. Exemplary works of art from various structural, historical, and cultural perspectives will be studied. Students will gain an understanding of how history affects the evolution of artistic styles, trends, and movements. Field trips to view masterpieces of art and architecture in the NY area will be included.

Art Major I**5 credits****Elective Grades 10-12 [8113]****State Course Code [05154]**

PREREQUISITE: A foundation art class or Teacher Recommendation

This course is designed for the student who is planning a career in art, or desires to perfect their drawing, painting and design skills. Students will gain an understanding of the diverse materials and techniques available to artists. A thorough understanding of drawing will be taught with direct hands-on principles to help demystify the ability to draw. An historic background of the styles of the Masters will be researched and applied to various projects, culminating in acrylic painting and printmaking projects. Computer technology will be used to further research students' references, and they will learn Photoshop to aid in the preservation of their artwork and for the incorporation of it into multimedia projects. Students will keep sketchbooks to perfect their observational skills and will learn the importance of developing a portfolio for future admission to college, or for the preservation and posterity of their artwork.

Art Major II**5 credits****Elective Grades 11-12 [8123]****State Course Code [05170]**

PREREQUISITE: Art Major I or Teacher Recommendation

Emphasis is on specialization. Students are given the opportunity for intensive work in critical analyses through the Elements and Principles of Design. The infusion of conceptual thinking as well as aesthetic judgment and understanding becomes the focus of discovery. Personal style and development of personal voice assists students in continuing to develop and advance their visual arts understanding and portfolio. Student experience continues to be developed through drawing, painting, printmaking, and 3-dimensional design. Artists and styles throughout the centuries are referenced. Computer technology is used for research, documentation, and creative means, such as the use of Photoshop. Students continue to develop a sketchbook as a journal for skill development, idea formation, and creative means. Portfolio development of work, both hard copy and digitally, is created for college admission or for the preservation and posterity of the student's artwork.

Honors Art Major III – Concurrent Enrollment Elective

5 credits

Elective Grade 12 [8131]

State Course Code [05170]

PREREQUISITE: Art Major II or Teacher Recommendation

Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with the Middle College Program at Fairleigh Dickinson University.

This course offers a wonderful experience with continued emphasis on refining skills, techniques, and conceptual connections. Drawing, painting, printmaking, and 3-dimensional design are the areas of study with emphasis on observational drawing including the study of human and animal anatomy. Historical references to artists and styles throughout the centuries will be explored. Computer technology is used for research, documentation, and creative means such as the use of Photoshop. Students will continue to develop a sketchbook as a journal for skill development, idea formation, and personal voice. Opportunities for publication of student work, includes designing the Glenconian yearbook cover and yearbook dividers. Students will work on their portfolios over the summer, and will develop their portfolios for digital and hard copy presentation. Portfolios are created for college admission and for the preservation and posterity of the student's artwork. A final senior project is to create a personal art exhibit of work throughout the student's high school experience. This display will be presented for public viewing as part of the course requirements. Students who complete AM3H have been part of the Art Major Family and leave Glen Rock High School having developed a strong bond and sense of community with their peers.

Media Arts

5 credits

Elective Grade 12 [8161]

State Course Code [05199]

This is a class for seniors that should not be missed! Students experience a wide range of visual art activities, which include techniques in layout fundamentals, printing procedures, and copy presentation. Skills in scanning and uploading digital photos will be learned and used for a number of projects including students' personal computer generated collages. The Glenconian yearbook serves as a vehicle through which students gain hands-on experience in advertising, illustration, and graphic design. Adobe Photoshop for 2D image manipulation and Premiere Elements will be employed for student video projects. Course work includes a self-portrait, personal collage, holiday and end-of-the-year digital slide shows, creating a commercial altered book design, personal contents container, logo design, silkscreen printing, and a multimedia presentation. This is a fun class, which is a perfect culminating experience to finish one's "Rock" experience!

Graphic Design

2.5 credits

Elective Grades 9-12 [8153]

State Course Code [05162]

This semester class is designed for students who are interested in the field of Graphic Design and will focus on the use of the state-of-the-art professional software programs Adobe Photoshop and Adobe Illustrator. With emphasis on developing technical skills, students will learn how to work with raster and vector-based imagery to create various works of art including posters, t-shirts, and more. The diversity of the projects students create will strengthen their portfolios and prepare them for a future in this ever-growing field of art.

Advanced Graphic Design

2.5 credits

Elective Grades 9-12 [8157]

State Course Code [05162]

PREREQUISITE: Graphic Design

This semester class is designed for students who are serious about the field of Graphic Design. Students will master their skills using Adobe Photoshop and Adobe Illustrator. Unlike the primary Graphic Design class, students at the Advanced level will focus on *developing their creativity* in addition to honing their technical skills. Students

will create original artwork that may be used for school clubs or functions and even possibly the professional world, with the help of local businesses. Projects completed in this class will add diversity to the portfolio of the student applying to a college Fine Art or Graphic Design program as well provide students a better understanding of the Graphic Design profession.

Photo I - Introduction to Digital Photography**2.5 credits****Elective Grades 9-12 [8213]****State Course Code [05167]**

As a means of communication, digital photography concepts address historical, contemporary, and personal expression. This course will introduce students to the technical and creative aspects of digital photography. Students will integrate an understanding of the elements and principles of design with content in order to compose, photograph, and interpret a visual image through photography. Reflection and assessment through various forms of critique, measuring visual vocabulary development, technical skill, creative/aesthetic understanding of concepts, and judgment, will be the breath of this course. Example projects include composition, collage, hard and soft lighting, etc

Photo II**2.5 credits****Elective Grades 9-12 [8223]****State Course Code [05167]****PREREQUISITE:** Photo I

The Photo II curriculum broadens student knowledge and understanding of the relationship between exposure, image processing, and the finished print. Students will examine the handling and operation of digital cameras, which include creative exposure, focus, and metering controls. Students will expand their knowledge of exposure through metering and shooting in various lighting situations. They will explore and expand their knowledge of software applications for image enhancement and manipulation. These techniques will enable the students to broaden their vocabulary and understanding of technical and creative skills. Problem solving and discovery will broaden students' understanding of how to utilize the photographic medium as a means of communication and personal voice. Example projects will include advanced composition, shutter speed, depth of field, light painting, portraiture, etc.

Photo III – Concurrent Enrollment Elective**2.5 credits****Elective Grades 10-12 [8233]****State Course Code [05167]****This course may be repeated for a second semester.**

Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with the Middle College Program at Fairleigh Dickinson University.

PREREQUISITES: Photo I and Photo II, or Teacher Recommendation based on student's prior experience with digital media.

This course allows students to experiment and explore contemporary and historical questions through the lens of photography. Subjects cycle through in-depth investigation and research on topics that include identity, place, narrative, and transformation. Photographic projects encompass portrait, landscape, cityscape, documentary, snapshot, still life, set-up, conceptual, installation, performance, process and multi-media practice. Technical topics cover Digital SLR techniques, lighting methods, camera metering, and digital software proficiency. Students will produce photographic prints, multimedia exhibitions, journals, and portfolios. Problem solving, as well as discovery, will expand students' understanding and ability to utilize the photographic medium as a means of communication and personal voice. Course content includes field trips to museums, galleries, and site-specific locations to photograph. Reflection and assessment through various forms of critique will measure visual development, technical skill, and creative/aesthetic understanding of concepts.

Honors Digital Photography**2.5 credits****Elective Grade 10-12 [8231]****State Course Code [05201]****PREREQUISITE:** Photo I, Photo II, and Photo III

This course allows students to expand their growth and progress in digital photography. After reviewing historical photographic themes and concepts, students will develop their own concentration of work. They will utilize various photographic skills learned in Photography I and II to obtain their photography and digital techniques developed in

Digital Photography III, to edit and refine their work. By the end of the semester, they will create a conceptual display for their works of art.

Music Production I, II, III, IV	Concurrent Enrollment Elective	2.5 credits
Elective Grades 10-12	Lab I [8413] Lab II [8415] Lab III [8417] Lab IV [8419]	State Course Code [11051]

PREREQUISITE: Music Theory, Band, Choir, private music lessons or previous digital media production experience is recommended. Music Production II requires completion of Music Production I, MP III requires completion of MP II, MP IV requires completion of MP III.

Students that register for a full year (Labs I & II, Labs II & III, or Labs III & IV) may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with the Middle College Program at Fairleigh Dickinson University.

The four Music Production labs will take students progressively through all aspects of music production. Recording live audio, using virtual instruments and fx, the basics of arranging, mixing, and mastering digital audio. Example projects include recording live performances, producing podcasts, covers of popular songs, and music for film/video. Software applications used include Avid Pro Tools, Sibelius and Adobe Audition.

Music Theory Lab I, II, III, and IV	2.5 credits
Elective Grades 10-12	Lab I [8513] Lab II [8523] Lab III [8533] Lab IV [8543]
	State Course Code [05113]

PREREQUISITE: Labs advance sequentially; II has a prerequisite of I, III requires II, etc.

CO-REQUISITE: Band and/or Choir OR Teacher Recommendation

These semester courses will use technology to teach music theory, arranging, composition, and digital music notation. Students will be exploring the application of these skills in a variety of musical styles. The majority of work is produced in Noteflight and Sibelius music notation software. Completed projects can be exported in a variety of formats including WAV, MP3, PDF, and hard copies of sheet music for inclusion in web design, video soundtracks, college portfolios, and playback on CD or MP3 players.

High School Concert Band	5 credits
Elective Grades 9-12 [8923] Grade 12 Honors [8931]	State Course Code [05101]

PREREQUISITE: Experience on a band instrument and music reading skills

12th grade students may take this course at an Honors level provided they have completed four full consecutive years of music. Under the supervision of a staff member, the student will complete an original project that enhances the overall program or results in a school/community performance.

Concert Band is designed to give students a well-rounded instrumental music education. Students will perform standard wind ensemble literature and newer to more contemporary compositions/arrangements. Students will grow in their technical and musical skills through ensemble and individual practice. Appropriate rehearsal and performance disciplines are reinforced and maintained through large group rehearsals. Students will perform in two concerts throughout the year (Winter/Spring), as well as perform at festivals and other performance opportunities. Attendance at public performances is required. (i.e., concerts, festivals, etc.) Overnight field trips may also be part of the program.

Concert Choir	5 credits
Elective Grades 9-12 [8703]	State Course Code [05110]

The Concert Choir studies and performs the best original choral literature including all periods of music, from classical to the contemporary sounds of Broadway. Performances, exchange concerts, field trips, and special small group experiences add to the total enrichment of the program. **Attendance at two mandatory performances per school year will be used for assessment.** Areas of study include style, posture and breath support, tone quality and production, diction, vocal blend, ear training, sight singing, and score reading. Students will also have the opportunity to perform in an adjudicated music festival.

Honors Concert Choir -- Concurrent Enrollment Elective	5 credits
Elective Grade 12 [8701]	State Course Code [05110]

PREREQUISITE: 3 years of Concert Choir

Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with the Middle School College Program at Seton Hall University.

The Concert Choir studies and performs choral literature from all periods of music including classical to the contemporary sounds of Broadway. Performances, exchange concerts, field trips, and special small group experiences add to the total enrichment of the program. Attendance at two mandatory performances per school year will be used for assessment. Areas of study include style, posture and breath support, tone quality and production, diction, vocal blend, ear training, sight singing, and score reading. Students will also have the opportunity to perform in an adjudicated and/or collaborative music festival.

Honors students are expected to show leadership when working with younger singers. They will work in small groups (sectionals) for their respective voice parts. Honors students must also prepare a research paper or performance ensemble prior to conclusion of the course. Topics for the research paper are generally in the areas of music history/musicology, performance, music education, music therapy, music management/business, etc. and must be approved by the instructor and presented in APA format. The performance option requires that students direct a musical ensemble. As director, the student must research and select appropriate literature, audition required singers and/or instrumentalists, prepare a rehearsal schedule, plan and direct rehearsals and schedule an appropriate venue for the culminating performance.

Orchestra

5 credits

Elective Grades 9-12 [8927]

State Course Code [05104]

This performance-based course is designed for the student who plays violin, viola, cello, bass or harp. Students who play woodwind and brass instruments are welcome to enroll in Orchestra; however, *they must also enroll* in Band. Study will cover a variety of orchestral literature styles from various periods of music, and students will develop their abilities and learn through proper technique, music theory and history. Appropriate rehearsal and performance disciplines are reinforced and maintained through large group rehearsals. Students are eligible to enroll in Band and Orchestra concurrently.

HEALTH & PHYSICAL EDUCATION COURSES

All course offerings are contingent upon staffing and enrollment.

P.E. 9	P.E. 10	P.E. 11	P.E. 12
Health 9: Coping Skills	Health 10: Drivers Education	Health 11: Diseases and Prevention	Health 12: Family and Relationships

PHYSICAL EDUCATION

3.75 credits

Required each year Grades 9-12

State Course Code [08001]

Grade 9 [6303] Grade 10 [6403] Grade 11 [6503] Grade 12 [6603]

One Year of Physical Education and Health is REQUIRED for each year of enrollment in High School

All students are required to participate in physical education from Grade 9 through Grade 12. Endurance, flexibility, balance, strength, agility, speed, coordination are the basic objectives of the Physical Education Program. The curriculum for physical education stresses the importance of skill development, fitness improvement, and the development of self/social appreciation and respect.

Ninth and Tenth grade physical education provides a core of activities that all freshmen and sophomores must take. This core stresses fundamentals in a variety of areas so that students form a strong base of knowledge and skills they can use throughout their high school careers. Eleventh and Twelfth grade physical education activities are selected within the program by students but they are required to participate in the six following areas: individual/dual, team fitness, outdoor, combative, and dance. The program is designed to meet the needs of the individual students while giving them a well - rounded experience.

Testing in the physical education classes is appropriate to the needs of the individual student. Practice tests are given in an authentic environment and written tests are given to check skill and cognitive development related to specific activities. Student surveys and journals also enable students to analyze acquired skills and to discuss how to apply these skills.

Parents concerned about topics that are covered in the Health classes may ask for an exemption. The request for a Health exemption should be addressed to the High School Principal.

Health 9 - Coping Skills

1.25 credits

Required [6313]

State Course Code [08051]

Health 9 emphasizes character education, relevant social problems and their relation to creating a healthy lifestyle. Topics addressed include the physical, emotional, and mental aspects of health, including respect, values, goal setting, stress management, conflict resolution, sexual harassment, and decision making. Additional areas of focus are first aid/CPR, eating disorders and the importance nutrition plays in health and personal well-being; skills to avoid the use of alcohol and tobacco, and family life, which emphasizes abstinence and reviews contraceptive options and consequences.

Health 10 - Drivers Education

1.25 credits

Required [6413]

State Course Code [08151]

The Driver Education Course is designed to prepare students for the NJMVC Driver Knowledge Test. Topics discussed are rules of the road, skills for safe and defensive driving, hazardous road conditions, insurance options and the effects of alcohol and drugs on driving skills. Other topics discussed are family relationships and driving, physical, and psychological aspects of safe driving, and the mechanical issues involved when driving. Students will take the knowledge test at the end of the marking period.

Health 11 - Diseases and Prevention**1.25 credits****Required [6513]****State Course Code [08051]**

Health 11 examines physical and mental illnesses that affect the general population, with focus on cardiovascular health, obesity, cancer, depression, sexually transmitted infections and diabetes. Other topics include suicide prevention, eating disorders and the importance nutrition plays in health and personal well-being; contraception, the effects of diseases on the family, and the health care system.

Health 12 - Family and Relationships**1.25 credits****Required [6613]****State Course Code [22208]**

Health 12 examines student life after high school. Areas of focus include strategies to develop and maintain lasting meaningful relationships with families, friends and significant others. Additional topics covered include independent living, dating, violence and domestic abuse, marriage issues, pregnancy, parenting, aging, and death and dying. Family life topics include discussions of family planning as well as contraceptive options.

Fitness Center A/B**2.5 credits****Elective Grades 9-12 [6703] [6704]****State Course Code [08805]**

Fitness Center A is offered in the Fall semester, and Fitness Center B is offered in the Spring semester. This elective involves a comprehensive exploration of and application of a variety of fitness-related techniques. Students learn about the muscular system, proper lifting techniques, goal-setting, and tracking individual progress towards their personal goals. Students will also earn their CPR/AED certification which can assist them in obtaining employment in areas such as lifeguarding, camp counseling, coaching, and emergency medical services. Students may enroll in both Fitness Center A and B in the same year and/or across multiple years. The Fitness Center elective can not replace the required Physical Education and Health courses.

MATHEMATICS COURSE OFFERINGS

All course offerings are contingent upon staffing and enrollment.

Algebra I	Geometry	Algebra II	Discrete Mathematics	Calculus Honors	Computer Science with JavaScript
	Geometry Advanced	Algebra II Advanced	Statistical Reasoning in Sports	Mathematical Analysis and Applications	Computer Programming with Python
			Honors Algebra III/ Differential Calculus	AP Statistics	AP Computer Science A
			Pre-Calculus	AP Calculus AB	AP Computer Science Principles
			Pre-Calculus Advanced	AP Calculus BC	

Algebra I

5 credits

Elective Grades 9-12 [3393]

State Course Code [02052]

This course is organized around families of functions with particular emphasis on linear and quadratic functions. Students will learn to represent functions in multiple ways, to model real-world situations using these representations, and to select and apply mathematical representations to solve problems. Graphing calculators will be used to introduce and reinforce the various representations of functions, and as an aid in problem solving.

Geometry

5 credits

Elective Grades 9-12 [3453] Advanced [3451]

State Course Code [02072]

PREREQUISITE: Algebra I

PREREQUISITE FOR ADVANCED (Grade 9): Minimum grade of A- in Algebra 8, Qualifying Score on Department Assessment(s), **AND** Teacher Recommendation

PREREQUISITE FOR ADVANCED (Grades 10-12): Minimum grade of A- in Algebra I **OR** Teacher Recommendation

This is the geometry of 2- and 3-dimensional and postulation systems with emphasis on inductive and deductive reasoning techniques. Topics include the properties of figures in a plane and in space, direct and indirect proof, congruence, similarity, right triangle trigonometry, areas, and volumes. Algebra is integrated with the geometry throughout the course as students study coordinate and transformational geometry. Emphasis is placed on pattern recognition, logical reasoning, and problem solving. Real-life situations are used to motivate geometric ideas. The advanced course covers the same material but differs in depth and scope.

Algebra II	5 credits
Elective Grades 9-12 [3613] Advanced [3612]	State Course Code [02056]
PREREQUISITE: Geometry	
PREREQUISITE FOR ADVANCED: Minimum grade of A- in Geometry OR Teacher Recommendation; OR Minimum of grade of B- in Advanced Geometry	

This course continues the study of functions including linear, quadratic, exponential, logarithmic, radical, and rational functions. Multiple representations of these functions are emphasized as students describe these functions verbally, and with equations, tables, and graphs. The use of these functions in modeling real-world situations is emphasized. In addition, topics in probability and data analysis are studied to prepare students for standardized testing. Students will utilize a graphing calculator in developing, verifying, and applying algebra concepts. The advanced course covers the same material but differs in depth and scope.

Discrete Mathematics	5 credits
Elective Grades 11-12 [3753]	State Course Code [02102]
PREREQUISITE: Algebra II	

This course will apply the concepts of discrete mathematics to model and explore a wide variety of real-life situations. Emphasis will be placed on investigating advanced mathematical topics in which students use mathematics to problem-solve and create models. Students will reinforce skills previously learned as well as develop new skills to prepare them for higher-level mathematics. The students will work both independently and in groups to problem-solve using different approaches.

Statistical Reasoning in Sports	5 credits
Elective Grade 11-12 [3622]	State Course Code [02209]
PREREQUISITE: Algebra II	

This course teaches students how to use four-steps of the statistical process in the context of sports: ask questions, collect data, analyze data, and make conclusions. Each chapter will begin with a sports-related statistical question (e.g., Is there a home field advantage in the NFL?) and then students will learn how to collect appropriate data, how to analyze the data, and how to make reasonable conclusions. Although the context of the examples and exercises will be sports related, the primary focus of the class will be to teach students the basic principles of statistical reasoning. Major statistical topics include: analyzing distributions of univariate and bivariate data, both categorical and numerical, using graphs and summary statistics; correlation and least squares regression; using simulations to estimate probability distributions; theoretical probability distributions, including the binomial and normal distributions; rules of probability, including conditional probability and expected value; the logic of hypothesis testing, including stating hypotheses, calculating and interpreting p-values, drawing conclusions, and Type I and Type II errors; using confidence intervals to estimate parameters; and proper methods of data collection, including sampling and experimentation. Use of technology, including online applets and the graphing calculator will be prominent in the course.

Honors Algebra III / Differential Calculus	5 credits
Elective Grade 10-11 [3802]	State Course Code [02123]
PREREQUISITE: Minimum grade of A- in Advanced Algebra II OR Teacher Recommendation	

The first semester of this course is a rigorous study of circular and trigonometric functions and their applications. During the second semester, students study differential calculus, exploring the concepts of limits, continuity, and derivatives. Applications of these concepts will be stressed. Students will be using a graphing calculator to enhance their study in this course. Students who successfully complete this course and meet eligibility requirements will go on to AP Calculus AB, or AP Calculus BC.

Pre-Calculus	5 credits
Elective Grade 11 [3713] Advanced [3712]	State Course Code [02110]
PREREQUISITE: Algebra II	
PREREQUISITE FOR ADVANCED: Minimum grade of A- in Algebra II OR Teacher Recommendation; OR Minimum grade of B- in Advanced Algebra II	

The objectives of this course are to continue to develop the student's understanding of the mathematical concepts required for the successful study of higher-level math courses, such as the Mathematical Analysis and Applications Course and Calculus. This course is an extension of Algebra II and divided into three sections: (1) functions, particularly rational, logarithmic, and polynomial functions (2) matrices, and (3) trigonometry. The advanced course covers the same material but differs in depth and scope.

Honors Calculus	5 credits
Elective Grade 11-12 [3801]	State Course Code [02121]
PREREQUISITE: Minimum grade of A- in Precalculus AND Teacher Recommendation;	
OR Minimum grade of A- in Advanced Pre-Calculus OR Teacher Recommendation;	
OR Minimum grade of B- in Honors Algebra III/Differential Equations OR Teacher Recommendation	

This course is a traditional first-year college calculus course. The concepts of limit, continuity, derivative, antiderivative, and definite integral are studied and applied to problems from geometry, physics, engineering, and other sciences. These applications include minimum and maximum problems, related rates, areas, volumes, and surfaces of revolution, arc length, velocity and acceleration, and exponential growth and decay. The graphing calculator is a required component of the course and is used both to develop and reinforce concepts and as a problem-solving tool.

Advanced Mathematical Analysis and Applications	5 credits
Elective Grade 12 Advanced [3822]	State Course Code [02149]
PREREQUISITE: Pre-Calculus	

This fourth year mathematics course is designed to prepare students for college level mathematics and is divided into three sections. The calculus portion of this course will informally investigate the traditional concepts of calculus such as limits, basic derivatives, and basic integrals. The statistics portion of this course will introduce students to the exploratory analysis of data and statistical inference. Discrete mathematics is recognized as vital for students in a world evermore dependent on the use of computers. Students will study such topics as formal logic, recursion, mathematical induction, combinatorics and graph theory. Applications in real world situations and use of calculators and computers will be an important feature of this course.

Advanced Placement (AP) Statistics	5 credits
Elective Grade 11-12 [3900]	State Course Code [02203]
PREREQUISITE: Minimum grade of A- in Advanced Algebra II AND Teacher Recommendation	

AP Statistics is geared for students who have successfully completed Algebra II and whose intended college major does not necessarily require calculus. The purpose of AP Statistics is to introduce students to the major concepts of collecting, analyzing, and drawing conclusions from data. The topics are divided into four major themes:

1. Exploratory analysis of data and use of graphical and numerical techniques to study patterns;
2. Planning a study; collecting data; deciding what and how to measure data;
3. Probability, as the tool for anticipating what the distribution of data should look like under a given model; and
4. Statistical inference - confirming models through use of calculators and computers.

Students who successfully complete this course and successfully take the AP Exam may receive credit and/or advanced placement for one-semester of college statistics courses.

Advanced Placement (AP) Calculus AB**5 credits****Elective Grade 12 [3840]****State Course Code [02124]****PREREQUISITE:** Minimum grade of A- in Honors Algebra III/Differential Calculus **AND** Teacher Recommendation

This course is designed to meet the needs of accelerated students who have exhibited an unusually high aptitude in mathematics. It is an intensive full-year course in the integral calculus of functions of a single variable. This course is recommended for students interested in the Advanced Placement Examination. Students who successfully complete this course and successfully take the AP Exam may receive credit and/or advanced placement for **one** semester of college calculus courses.

Advanced Placement (AP) Calculus BC**5 credits****Elective Grade 12 [3830]****State Course Code [02125]****PREREQUISITE:** Minimum grade of A- in Honors Algebra III/Differential Calculus **AND** Teacher Recommendation

This course is designed to meet the needs of accelerated students who have exhibited an unusually high aptitude in mathematics. It is an intensive full-year course in the integral calculus of functions of a single variable. Topics included area, volume, cross-section, infinite series, differential equations, parametric equations, and vectors. This course is recommended for students interested in the Advanced Placement examination. Students who successfully complete this course and successfully take the AP Exam may receive credit and/or advanced placement for **two** semesters of college calculus courses.

Computer Science with JavaScript**2.5 credits****Elective Grade 9-12 [3904]****State Course Code [10156]****PREREQUISITE:** Algebra I**CO-REQUISITE:** Geometry

This course is designed to teach the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. The course utilizes a blended classroom approach. Throughout the course, students will build coding skills to **create animations and mini games in JavaScript**. This will culminate in an end-of-course performance project.

Computer Programming with Python**2.5 credits****Elective Grade 9-12 [3914]****State Course Code [10156]****PREREQUISITE:** Algebra I**CO-REQUISITE:** Geometry

This fast-paced course is designed to teach **programming in Python**, with an emphasis on helping students develop logical thinking and problem solving skills. The course utilizes a blended classroom approach. Throughout the course, students will build coding skills to analyze hidden patterns, build statistical models, and act as data scientists to draw meaningful insights to solve real-world problems. This will culminate in an end-of-course performance project.

AP Computer Science A**5 credits****Elective Grade 10-12 [3920]****State Course Code [10157]****PREREQUISITE:** Minimum grade of A- in Advanced Geometry **AND** Teacher Recommendation;**PREREQUISITE for 23-24:** Minimum grade of A- in Computer Science I and II **AND** Teacher Recommendation**PREREQUISITE for 24-25:** Minimum grade of A- in either Computer Science with JavaScript or Computer Program with Python **AND** Teacher Recommendation

The AP Computer Science is an introductory, college-level computer science-programming course, using Java, which includes the following curricular topics: *Program Design and Algorithm* – development determine required code segments to produce a given output; *Code Logic* – determine the output, value, or result of given program code given initial values; *Code Implementation* – write and implement program code; *Code Testing* – analyze program code for correctness, equivalence, and errors; *Documentation* – describe the behavior and conditions that produce the specified results in a program. *Ethical Computing* – understand the ethical and social implications of

computer use. Students practice the computer science skills of designing, developing, and analyzing their own programs to address real-world problems.

AP Computer Science Principles

5 credits

Elective Grade 10-12 [3921]

State Course Code [10157]

PREREQUISITE: Minimum grade of A- in Advanced Geometry **AND** Teacher Recommendation;

PREREQUISITE for 23-24: Minimum grade of A- in Computer Science I and II **AND** Teacher Recommendation

PREREQUISITE for 24-25: Minimum grade of A- in either Computer Science with JavaScript or Computer Program with Python **AND** Teacher Recommendation

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

SCIENCE COURSES

All course offerings are contingent upon staffing and enrollment.

Biology	Chemistry	Physics	Environmental Science	Dynamics of Health Care in Society
Biology Advanced	Chemistry Honors	AP Physics 1	AP Environmental Science	Forensic Science
AP Biology	AP Chemistry	AP Physics 2		Intro. to Anatomy and Physiology
		AP Physics C		

Biology **6 credits**
Grade 9 [5453] **State Course Code [03051]**

This course provides students the opportunity to learn life science by exploring key questions that tie together understood biological principles. These five big questions address cell biology, inheritance, energy transformation, evolution, and ecology. Through inquiry activities, including labs and computer simulations, students learn the biology content while honing their skills as scientific thinkers and investigators.

Advanced Biology **6 credits**
Grade 9 [5452] **State Course Code [03052]**

PREREQUISITES: Minimum grade of A- in Integrated Science 8 **AND** Teacher Recommendation

This biology course helps students understand life from the micro to the macro level: molecules, cells, organisms, populations, communities, and the biosphere. Through lab work, students better understand how the process of science helps us come to a clearer understanding of the living world. Understanding biology and the scientific process prepares students to sort through complex ideas that will impact their lives in a rapidly changing and technological society. Advanced Biology provides a strong foundation for AP Biology.

Advanced Placement (AP) Biology **7 credits**
Elective Grades 10-12 [5450] **State Course Code [03056]**

PREREQUISITES: A- in Honors/Advanced Science course **AND** Teacher Recommendation

CO-REQUISITE: Honors Chemistry (for grade 10)

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

Chemistry	6 credits
Grades 9-10 [5533]	State Course Code [03101]
PREREQUISITE: Algebra I	

This laboratory-based, college prep course provides students with a broad and general introduction to chemistry. To explain the nature of fundamental chemical systems, the focus is on relationships between the structure and properties of materials and energy change, and the use of the periodic table. Specific topics include carbon chemistry, nuclear energy and environmental science. Students will do individual and group research projects, and will engage in a variety of hands-on activities including computer-based labs.

Honors Chemistry – Concurrent Enrollment Elective	6 credits
Grades 9-10 [5531]	State Course Code [03102]
PREREQUISITES: Algebra I; Minimum grade of A- in CP Biology or Grade 8 Advanced Biology AND Teacher Recommendation; or Minimum grade of A- in Advanced Biology OR Teacher Recommendation	
<i>Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with Bergen Community College.</i>	

Honors Chemistry is a laboratory-based course designed to give students a broad and general introduction to chemistry. Course contents include atomic structure, the periodic table, bonding and properties of materials, chemical reactions, mass relationships between reacting materials, energy changes in chemical systems, solutions, and nuclear chemistry. In the lab, students will design investigations, collect and analyze data, and develop reasoning and communication skills. Honors Chemistry provides a strong foundation for AP Chemistry.

Advanced Placement (AP) Chemistry	7 credits
Elective Grades 10-12 [5530]	State Course Code [03106]
PREREQUISITES: Minimum grade of A- in Honors Chemistry AND Teacher Recommendation	

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout.

Physics	6 credits
Elective Grades 9-12 [5732]	State Course Code [03151]
PREREQUISITE: Algebra I	

This course provides an introduction to the foundational principles of how the physical universe works. Topics include motion, Newtonian mechanics, work and energy, thermal energy, waves, electromagnetism, optics, and radioactivity. Students will explore each of these topics with inquiry-based activities that help develop important science process skills. This course provides information that is a key to deeply understanding all other sciences and has important applications in medicine and engineering.

Advanced Placement (AP) Physics 1	7 credits
Elective Grade 10-12 [5730]	State Course Code [03155]
PREREQUISITE: Geometry; AND current math or science teacher recommendation	

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics. The course prepares students for the AP Physics 1 Examination. This course requires that twenty-five percent of instructional time will be spent in

hands-on laboratory activities that require students to design experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work.

Advanced Placement (AP) Physics 2

7 credits

Elective Grades 10-12 [5750]

State Course Code [03152]

PREREQUISITES: AP Physics 1 or minimum grade of A- in Physics **AND** teacher recommendation

CO-REQUISITE: Pre-Calculus

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. AP Physics 2 is a full-year course that is the equivalent of a second-semester introductory college course in algebra-based physics. The course prepares students for the AP Physics 2 Examination. This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory activities that require students to design experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work.

Advanced Placement (AP) Physics C

7 credits

Elective Grade 11-12 [5740]

State Course Code [03156]

CO-REQUISITE or PREREQUISITE: AP Calculus AB or BC

PREREQUISITE: AP Physics 1 **OR** AP Physics 2 **AND** Teacher Recommendation

AP Physics C is a calculus-based, college-level physics course. Those students going on to major in an engineering field or physics in college would benefit by taking AP Physics C. The first half of the course consists of Newtonian mechanics, covering 1-dimensional and multi-dimensional motion, linear and angular motion and momentum, work, energy and the conservation laws, rigid body motion and simple harmonic motion. The second half is devoted to electricity and magnetism. Topics include electrostatics, circuit analysis of passive and active elements, magnetism, vector fields, Gauss' Law, Maxwell's Equations and wave theory. Laboratory exercises are used to reinforce the classroom material. The course prepares students for the two sections of the AP Physics C Examination, Mechanics and Electromagnetism.

Environmental Science

6 credits

Elective Grades 11-12 [5803]

State Course Code [03003]

PREREQUISITES: Biology, Chemistry

Environmental Science is a college preparatory course. The course focuses on the study of ecosystems, limiting laws, and the various interactions between humans and their environment. Topics include the use of energy and mineral resources and the development of less-impactful alternatives. Students consider the sociological basis of environmental problems and design solutions to these through investigation, analysis and model development.

Advanced Placement (AP) Environmental Science

7 credits

Elective Grades 11-12 [5800]

State Course Code [03207]

PREREQUISITES: Minimum grade of A- in Advanced Biology **AND** Honors Chemistry **AND** Teacher Recommendation

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Although there are no specific AP Environmental Science labs or field investigations required for the course, it is required that students have the opportunity to spend a minimum of twenty-five percent of instructional time engaged in hands-on, inquiry-based laboratory and/or fieldwork investigations.

Forensic Science – Concurrent Enrollment Elective**2.5 credits****Elective Grades 11-12 [5806] One Semester****State Course Code [03203]**

PREREQUISITES: Minimum grade of B- in Biology **AND** Chemistry (Honors or CP) **OR** teacher recommendation. *Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with Syracuse University.*

Forensic Science is focused upon the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to introduce understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed upon the techniques used in evaluating physical evidence. Topics include blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations. Laboratory exercises will include techniques commonly employed in forensic investigations.

Introduction to Anatomy and Physiology**2.5 credits****Elective Grades 11-12 [5813]****State Course Code [03053]**

PREREQUISITE: Minimum grade of a B- in Advanced Biology **AND** Honors Chemistry; **OR** a minimum grade of A- in CP Biology and CP Chemistry **OR** Teacher Recommendation

This one semester course offers students a detailed study of many human body systems. Themes include homeostatic balance, the relationship between structure and function, and the interrelationships between body systems.. The course is recommended for students interested in a health-related career, especially those who plan to study medicine, nursing, physical therapy, and athletic training. The course may also be helpful for those who plan to enter education as either a life science or physical education teacher.

Dynamics of Health Care in Society – Concurrent Enrollment Elective**2.5 credits****Elective Grades 10-12 [5823]****State Course Code [03999]**

PREREQUISITE: Minimum grade of a B- in Advanced Biology, A- in CP Biology, **OR** Teacher Recommendation *Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with Rutgers University.*

This course is an orientation to health care and delivery, with a focus on critical thinking, ethical reasoning, effective communication, and self-directed learning abilities. Emphasis is placed on the role of the health care practitioner as both provider and consumer of health care services. Students in the program gain a solid foundation in the health sciences, and their experience with college level course work enhances academic skill development. Upon successful completion of the course, students are eligible to take the Rutgers School of Health Professions, Health Science Careers standardized exam to obtain 3 college credits.

SOCIAL STUDIES COURSE OFFERINGS

All course offerings are contingent upon staffing and enrollment.

World History	U.S. History I	U.S. History II	Introduction to Documentary Film
AP World History	U.S. History I Honors	U.S. History II Honors	U.S. Constitutional Law
		AP U.S. History	Introduction to Human Behavior
			Dictators, Human Rights, and Social Justice
			AP Psychology
			AP Government: U.S.
			AP European History
			AP Human Geography

World History

5 credits

Required Grade 9 [2303]

State Course Code [04051]

This in-depth study of World History from c. 1300-Present takes a thematic approach, allowing students to make connections across time and with current events today. Rather than simply studying events in chronological order, students look at themes such as Challenging Authority; Comparisons of Revolutions; Imperialism and Decolonization; and the rise of Totalitarianism. The course will also focus on historical thinking skills, such as analysis of primary and secondary sources, developing an evidence based argument, and understanding multiple perspectives. There is a heavy emphasis on reading and writing skill development and authentic assessment, building off of the thematic and skill-based instruction students receive in Social Studies 8. Students will have the opportunity to complete a research project that examines the role of the global citizen in the twenty-first century and that allows students to research historical content and contemporary issues with the goal of understanding that history is a constructed narrative subject to interpretation based on the evidence considered.

Advanced Placement (AP) World History

5 credits

Grade 9 [2300]

State Course Code [04057]

PREREQUISITES: Minimum grade of A- in Social Studies 8, Departmental Assessment Scores, **AND** Teacher Recommendation

Students in AP World History: Modern investigate significant events, individuals, developments, and processes from 1200 to the present. Students will analyze primary and secondary sources; develop historical arguments; make historical connections; and utilize reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. The goal of this course is to engage the student in a comprehensive curriculum culminating in the student's demonstration of a complete picture of world history. Students who wish to take this course are expected to be prepared and ready for the rigor and intensity of this challenge. Students will be prepared to sit for the AP World History: Modern exam in May.

U.S. History I	5 credits
Required Grade 10 [2403]	State Course Code [04102]

This is an in-depth study of US History from the colonial period to 1890. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world, geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. The development and improvement of reading, writing, and research skills are emphasized, as students work with both primary and secondary sources. Students will work to use their writing skills to craft essays on historical problems and create group presentations. There is a heavy emphasis on analysis of historical documents and crafting arguments.

Honors U.S. History I	5 credits
Grade 10 [2400]	State Course Code [04149]

PREREQUISITES: Minimum grade of A- in CP World History **AND** Teacher Recommendation; OR
Minimum grade of B- in AP World History **OR** Teacher Recommendation

This is a chronological survey of the major events in American history from the colonial period through 1890. Special emphasis is devoted to studying the background and causes of the American Revolution, the Confederation and the Constitution Era, the Federalist Era, Jeffersonian and Jacksonian Democracy, the Civil War and Reconstruction, and the age of Westward Expansion. Within the chronological context, African-American history, the role of women, the influence of Religion, the importance of immigration, and the contributions of ethnic minorities are studied. Writing frequent short analytical papers emphasizes the development of writing skills and document-based essays. A college level text is read, as are articles from historical journals and books of readings. Students will be asked to work with primary source documents. This course moves rapidly through American history and students are expected to be able to supplement classroom instruction with the assigned reading.

Advanced Placement (AP) U.S. History	5 credits
Grade 11 Advanced Placement [2500]	State Course Code [04104]

PREREQUISITES: Minimum grade of A- in Honors U.S. History I **AND** Teacher Recommendation

This course continues the chronological survey of American History from 1890 to the present. Special emphasis is devoted to studying the transformation of the United States from a rural, agrarian, predominantly Protestant, and individualistic society to an urban, industrial, pluralistic, and institutional society. In addition, emphasis is placed on America's significant role in world affairs. New Jersey State History and the role of minorities will be studied throughout. The purpose of this course is to provide students with an in-depth understanding of the institutions that form the basis of our unique American culture and an appreciation of our democratic heritage. The writing of frequent short analytical papers and document essays emphasizes the development of writing and critical thinking skills. A college level text is read, and other texts and historical documents supplement the content.. A typical workload for one week would include twenty-five to fifty pages of reading, the writing of essays, and one or more quizzes. Students will be prepared to sit for the AP U.S. History exam in May.

U.S. History II	5 credits
Required Grade 11 [2503]	State Course Code [04103]

This course is an in-depth study of U.S. History from 1890-2010. The course looks at the transformation of the United States from a rural, agrarian, Protestant, and isolated nation to an urban, industrial, diverse nation whose involvement in the world at large increased tremendously during the 20th century. The course consists of seven units: The Gilded Age, the Asian reaction to American imperialism, the nature of war - the two world wars, the rise of the welfare state - world capitalism and its critique, the origins of the Cold War, including Korea and the culture of the 1950s. Students will engage in historical analysis by writing essays, making presentations, and engaging in cooperative learning.

Honors U.S. History II -- Concurrent Enrollment Elective**5 credits****Grade 11 [2501]****State Course Code [04149]**

PREREQUISITES: Minimum grade of A- in CP U.S. History II **AND** Teacher Recommendation; OR Minimum grade of B- in Honors U.S. History II **OR** Teacher Recommendation. *Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with Bergen Community College.*

US II Honors is a survey of the history of the United States from 1890 to the present. Emphasis is placed on historic themes of American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. In accordance with the requirements of Bergen Community College, a historic research project is a required element of this course.

Introduction to Documentary Film – Concurrent Enrollment Elective**2.5 credits****Grades 10-12 [2733] One Semester****State Course Code [05168]**

Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with the Middle College Program at Fairleigh Dickinson University.

Introduction to Documentary Film introduces students to the depth and breadth of documentary film as a method of explaining and understanding history, a film genre, and an industry. This one-semester course will provide students with the opportunity to see history, and the presentation of non-fiction, in a more nuanced way, providing them with skills to analyze documentary and non-fiction film as well as the ability to critically read the media. Students will view, critique, and discuss important non-fiction within a variety of sub-genres. They will also read extensively about the art and business of making such films. The course will cover the entirety of documentary film and will examine how documentary films deal with war, cultural differences, commerce, race, gender, and other issues. For the culminating activity, students will write a treatment for an original, non-fiction film, for which they will create a shooting schedule and a preliminary budget. For the final portion of the culminating project, the students will “pitch” their project in a simulated setting. Finally, the course will expose students to potential careers in the documentary and non-fiction film industry.

US Constitutional Law – Concurrent Enrollment Elective**2.5 credits****Grade 11-12 [2743] One Semester****State Course Code [04166]**

Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with the Middle College Program at Fairleigh Dickinson University.

This one-semester course will offer students the opportunity to deepen their understanding and appreciation of our nation’s founding documents and the Constitution of the United States. Students will explore precedent setting Supreme Court cases that raise questions about what our founders really intended our judicial system to be. Through a study of the Bill of Rights, students will be given the opportunity to further examine their rights and to address legal issues that pertain to them and their own lives.

Introduction to Human Behavior**5 credits****Elective Grades 10-12 [2673]****State Course Code [04260]**

Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with Bergen Community College.

This course combines a semester introduction to the psychology behind the mind and human behavior and a semester of sociology, or the study of the development, function, and structure of human society, into one full year class. The first semester will introduce students to the study of human behavior and mental processes of individuals. Students will be exposed to psychological theories, principles, and phenomena while learning that human behavior is a culmination of biological, social, and perceptual factors that combine to influence and create an individual. In the second semester, students will study the larger social context of human behavior as opposed to that of individuals. Students will analyze group structures and dynamics, social norms, and cultural influences on socialization and how each person acts as a contributing member of society. Students may choose to earn college credit in Psychology at Bergen Community College for completion of this course.

Dictators, Human Rights, and Social Justice**5 credits****Grades 10-12 [2753]****State Course Code [04305]**

NOTE: This course will be offered in the 2022-2023 school year and then every other year thereafter; this course will not be offered in the 2023-2024 school year.

This course will examine the role of upstanders and bystanders in the history of human rights from the twentieth century through today. By employing the case method of study, students will analyze historical and contemporary responses of individuals, governments, and non-governmental institutions to human rights violations. Students in the course will also be able to partner with TEEEM (The Empathy Equality Entrepreneurship Mission) to apply their learning to support an international non-profit organization that seeks to support causes steeped in these historical cases. Students will extrapolate key lessons about social justice, global intervention, and international relations, with the goal of analyzing how nations overcame these challenging periods in history. Topics of study will include the origins of, responses to, and legacies of the Apartheid in South Africa, Decolonization in Kenya, the Holocaust, the Soviet Union and Europe behind the Iron Curtain, and China during and after the rule of Mao Zedong, among others. Students will evaluate responses to injustice and be tasked with researching and proposing solutions to prevent similar situations from arising in our current world or in the future. Students will practice the historical thinking skills of point-of-view analysis, contextualization, connections to the present, and change and continuity over time, as well as analysis of primary and secondary sources.

Advanced Placement (AP) Psychology**5 credits****Grades 10-12 Advanced Placement [2660]****State Course Code [04256]**

PREREQUISITES: Minimum grade of A- in Honors U.S. History I or Honors U.S. History II **AND** Teacher Recommendation; OR Minimum grade of B- in AP World or AP United States History **AND** Teacher Recommendation; OR Minimum grade of A- in Advanced Biology **AND** Teacher Recommendation; OR B- in AP Biology **AND** Teacher Recommendation. Priority admission for this course will go to seniors *first* and then to underclassmen. Underclassmen interested in this course should select an alternate course in the event that this course is filled.

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the scientific foundations of psychology (including research methods and ethical concerns), the biological bases of behavior, sensation and perception, learning and cognition (including aspects of psychometrics), developmental psychology, motivation, emotion and personality, clinical psychology (which includes psychological disorders and treatments), and social psychology. Throughout the course students employ psychological research methods (including ethical considerations) and use empirical criteria to evaluate claims and evidence, and effectively communicate ideas.

Advanced Placement (AP) Government: U.S.**5 credits****Elective Grades 11-12 [2800]****State Course Code [04157]**

PREREQUISITES: Minimum grade of A- in Honors U.S. History I or Honors U.S. History II **AND** Teacher Recommendation; OR Minimum grade of B- in AP U.S. History **AND** Teacher Recommendation

The American Government course will provide students with a comprehensive coverage and analytical perspective of United States Government and Politics. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. The course will examine in detail the principal processes and institutions through which the political system functions, as well as how these policies are implemented. Specific topics to be studied in depth include: (1) the Constitutional Underpinnings of United States Government; (2) Political Beliefs and Behaviors; (3) Political Parties and Interest Groups; (4) Institutions and Policy Processes of the National Government; (5) Civil Rights and Civil Liberties. Students will be expected to read extensively from their college level text and readings book. They will be involved in writing reaction papers and working on projects dealing with current government issues and elections. Students are expected to keep up with current events and be able to use their growing knowledge of government to analyze current U.S. and world affairs. Students will be prepared to sit for the AP Government: US exam in May.

Advanced Placement (AP) European History**5 credits****Elective Grades 11-12 [2810]****State Course Code [04056]****NOTE: This course will be offered in the 2021-2022 school year and then every other year thereafter.****PREREQUISITES:** Minimum grade of A- in Honors U.S. History I or Honors U.S. History II **AND** Teacher Recommendation; OR Minimum grade of B- in AP U.S. History **AND** Teacher Recommendation

This AP course covers the history of Europe from the Renaissance to the present. A college level textbook and readings provide an in-depth knowledge of the history of modern Europe. The goals of the Advanced Placement program in European history are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence, and (c) an ability to express that understanding and analysis in writing. Students will be expected to read extensively from college level textbooks and readings, and synthesize the information in those sources with the material learned in class. Students will engage in historical writing incorporating historical documents and content throughout the course. Students will be prepared to sit for the AP European History Exam in May.

Advanced Placement (AP) Human Geography**2.5 credits****Elective Grades 10-12 [2820] One Semester****State Course Code [04004]****PREREQUISITES:** Minimum grade of B- in AP World History **AND** Teacher Recommendation; OR Minimum grade of A- in Honors U.S. History I or Honors U.S. History II **AND** Teacher Recommendation; OR Minimum grade of B- in AP U.S. History **AND** Teacher Recommendation

Following the College Board's suggested curriculum designed to parallel college-level Human Geography courses, AP Human Geography introduces students to the systematic study of patterns and processes that have shaped the ways in which humans understand, use, and alter the earth's surface. Students use spatial concepts and landscape analysis to examine human social organization and its environmental consequences, and to learn about the methods and tools geographers use in their science and practice. Students will be prepared to sit for the AP Human Geography Exam in May.

THEATRE ARTS COURSE OFFERINGS

All course offerings are contingent upon staffing and enrollment.

Theatre Arts I: A and B	Theatre Arts II	Theatre Arts III	Honors Theatre Arts IV
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Theatre Arts I – A and B	2.5 credits
Elective Grades 9-12 One Semester	State Course Code [05055]
Theatre Arts I – A [1790] Theatre I – B [1791]	

In Theatre Arts I-A and B, students will delve deeper into the craft of acting in a highly supportive environment. With a focus on collaborating in small groups, students will use dramatic pretexts to create original scenes for performance while applying the conventions of Theatre. While participating in a wide array of high energy improvisation exercises and Drama games, students will build stage confidence and hone essential Theatre skills such as creative risk-taking, trust, concentration, listening and teamwork. Additionally, pupils will learn the techniques professional actors use to analyze, stage and memorize short scenes and monologues. Dramatic critique and reflection of the work presented in class will foster a greater understanding and appreciation of the Theatre. Beginner actors as well as pupils with previous stage experience are encouraged to join the class!

Theatre Arts II	5 credits
Elective Grades 10-12 [1792]	State Course Code [05055]
PREREQUISITE: Theatre Arts I	

One semester of Theatre Arts I (A or B) or specific permission from the instructor. The class assumes the student has a strong interest in theatre. The focus in the second level of Theatre Arts is on theatre craft and history. Students will explore all aspects of stagecraft, including set building and structural design elements, costume, lighting and sound design. In conjunction with studying design, students will investigate the history of theater. This study will begin with origins of theater in Greek ritual and continue through the age of Shakespeare and into the moderns. Studied and discussed are universal themes, as well as changes to style, genre, and performance. In the performance aspect of this course, special attention is focused on physical gesture and mime. Students will incorporate the design, historical and performance elements of this course into final projects such as Comedia dell'arte, Restoration or Theatre of the Absurd performance pieces. Students are encouraged to discover elements of theater that are intriguing – from design, to playwriting, to directing, to acting.

Theatre Arts III	5 credits
Elective Grades 11-12 [1793]	State Course Code [05055]
PREREQUISITE: Theater Arts II	

In the third level of Theatre Arts, the focus is on performance and design. Students study advanced acting techniques as well as the intricacies of stagecraft. Students will read plays and dissect these pieces of literature according to the study of playwriting and directing. Each area of stage management and design will be explored in detail and students will be required to produce projects relating to costume, set, lighting and sound design. Utilizing status as a tool for character and scene development, improvisation is studied and practiced through exercises created by Augusto Boal and Keith Johnstone.

Honors Theatre Arts IV	5 credits
Elective Grade 12 [1794]	State Course Code [05055]
PREREQUISITE: Theatre Arts III	

In Honors Theatre Arts IV, the focus is on the legacy of theatre. Students who are in this advanced class will study performance theory and read pieces by Stanislavsky, Grotowski, and Meisner. Students are challenged to engage in different approaches and methodologies of performance. A large portion of this course will focus on directing and incorporating aspects of design, script analysis and performance study into a completely realized short

production. Students will engage in the study of concept statements and discuss dramatic structure relating to spine, matrices, semiotics, and other components of directing. The completion of a production book, portfolio, one-act play, or audition-ready material is required to pass this course.

WORLD LANGUAGE COURSE OFFERINGS

All course offerings are contingent upon staffing and enrollment.

French I	French II	French III	Honors French IV	AP French Language
		Honors French III		
Latin I	Latin II	Latin III	Honors Latin IV	AP Latin: Caesar & Vergil
		Honors Latin III		
Mandarin Chinese I	Mandarin Chinese II	Mandarin Chinese III	Honors Mandarin Chinese IV	
Spanish I Fundamentals	Spanish II Fundamentals			
Spanish I	Spanish II	Spanish III	Spanish IV	
	HonorsSpanish II	Honors Spanish III	HonorsSpanish IV	HonorsSpanish V
				AP Spanish Language

French I	5 credits
Elective Grades 9-12 [4413]	State Course Code [06122]

This course will introduce students to the French language and culture, providing a focus on proficiency and comprehension in the skills of speaking, listening, reading, and writing French. Language acquisition and cultural awareness will be included with cultural units and a variety of activities focusing on the use of language in personalized contexts. Technology will also be utilized in order to support course objectives. As the year progresses, the class will be conducted in the target language with increasing frequency.

French II	5 credits
Elective Grades 9-12 [4423]	State Course Code [06122]
PREREQUISITE: French I or French 8	

Students will continue to develop proficiency in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards at the appropriate level. Focusing on communicative skills, students will study a broad range of vocabulary and grammatical concepts in culturally relevant and personalized contexts. The class will be conducted primarily in the target language.

French III	5 credits
Elective Grades 10-12 [4433] Honors [4441]	State Course Code [06123]
PREREQUISITE: French II	
PREREQUISITES FOR HONORS: Minimum grade of A- in French II AND Teacher Recommendation	

Working at the appropriate level, students continue to develop proficiency in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards. Students will study level-appropriate grammar as well as experience continued exposure to various aspects of French culture. Level I appropriate selections of prose and poetry will be read and analyzed. Language acquisition and cultural

awareness will be blended through a variety of personalized activities, including research-based assignments utilizing technology. The class will be conducted primarily in the target language.

Honors French IV**5 credits****Elective Grades 11-12 [4440]****State Course Code [06124]**

PREREQUISITES: Minimum grade of A- in French III **AND** Teacher Recommendation; OR Minimum grade of B- in French III Honors **OR** Teacher Recommendation

Relevant topics of contemporary and historic interest and literature are the vehicles for continued development in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards. Students read a variety of short stories, plays, and poetry written in the French language. Creative and expository writing skills, performance skills as well as information literacy skills are addressed. Critical thinking skills will be developed. All Honor Courses require a summer assignment, which will be evaluated during the school year. The class will be conducted primarily in the target language.

Advanced Placement (AP) French Language**5 credits****Elective Grade 11-12 [4450]****State Course Code [06132]**

PREREQUISITES: Minimum grade of B- in Honors French IV **AND** Teacher Recommendation

This AP course will offer the opportunity for the highly motivated student to complete studies in French language, literature, and culture. Students accepted into the program should already have a good command of the target language, grammar, vocabulary, competence in listening, reading, speaking and writing. The course will follow the curriculum as dictated by the College Board Advanced Placement program. The in depth study of the language, literature and culture will prepare the student to sit for the AP French exam in May. The course will be exclusively in the target language.

Latin I**5 credits****Elective Grades 9-11 [4130]****State Course Code [06301]**

This course emphasizes the study of Latin focusing on the Interpretive, Interpersonal, and Presentational Modes, in accordance with the NJ Student Learning Standards. The study of Latin, the foundation of the romance languages and English, will offer students the opportunity to strengthen their vocabulary and grammatical skills. Incorporated into the readings are knowledge of classical culture, civilization, and mythology, with emphasis on their influence across disciplines and their impact on our multicultural society. Students are given opportunities to participate in classically related competitions.

Latin II**5 credits****Elective Grades 9-12 [4623]****State Course Code [06302]**

PREREQUISITE: Latin I or Latin 8

This course continues the emphasis of Latin study with a deeper focus on the Interpretive, Interpersonal, and Presentational Modes, in accordance with the NJ Student Learning Standards. The study of Latin at this level increases students' proficiency in using vocabulary and grammar (forms and syntax) to read and understand literary selections related to Roman life. Legal and scientific Latin expressions will be studied, and students will be given opportunities to participate in competitions related to classical studies.

Latin III**5 credits****Elective Grades 10-12 [4633]****State Course Code [06303]**

PREREQUISITE: Latin II

In this course, the Interpretive, Interpersonal, and Presentational Modes, in accordance with the NJ Student Learning Standards, are incorporated into all forms of assessments. Figures of speech and rhetoric are highlighted, and students read authentic Latin literary selections, e.g., Cicero, using their knowledge of Latin language vocabulary, forms, and syntax. Students will learn and evaluate the political and social structure of the

Roman Republic and early Empire. In addition, students will be given opportunities to compete in classically related events.

Honors Latin III	5 credits
Elective Grades 10-12 [4631]	State Course Code [06303]
PREREQUISITE: Minimum grade of A- in Latin II AND Teacher Recommendation	

This course is for highly motivated students of Latin who will read authentic Latin literary selections with depth as well as breadth. An understanding of figures of speech and rhetoric are required in order to read this level of Latin with ease. The Interpretive, Interpersonal, and Presentational Modes in accordance with the NJ Student Learning standards are incorporated into all forms of assessments. Students will be given opportunities to compete in classically related events.

Honors Latin IV	5 credits
Elective Grade 11-12 [4641]	State Course Code [06304]
PREREQUISITE: Minimum grade of A- in Latin III AND Teacher Recommendation; OR Minimum grade of B- in Honors Latin III OR Teacher Recommendation	

This course emphasizes an appreciation of Latin literature and its place in the literary and political structure of the classical world. Students read Virgil's *Aeneid* with attention to vocabulary, forms, and syntax. Figures of speech and rhetoric continue to be explored, and metric scansion is introduced. Typical class activities focus on presentations that demonstrate the ability to use the text to support arguments and the ability to interpret poetry with critical analysis. Selections may include any of the twelve books of the *Aeneid*. The role of Vergil in the Golden Age of Latin literature is explored, and his work compared to epic poems of other cultures.

Advanced Placement (AP) Latin: Caesar & Vergil	5 credits
Elective Grade 11-12 [4650]	State Course Code [06313]
PREREQUISITE: Minimum grade of B- in Honors Latin IV AND Teacher Recommendation	

AP Latin is equivalent to an upper-intermediate level college course in Latin, focusing on the in-depth study of selections from two of the greatest works in Latin literature: Virgil's *Aeneid* and Caesar's *Gallic War*. Students cultivate their understanding of classics through preparing and translating readings and considering themes in the context of ancient literature as they explore concepts like literary techniques, Roman values, war and empire, leadership, views of non-Romans, history and memory, and human beings and the gods.

Mandarin Chinese I	5 credits
Elective Grades 9-12 [4913]	State Course Code [06401]

This course will introduce students to the Mandarin Chinese language and culture. Emphasis will be placed on basic syntax, simple vocabulary, written characters, and spoken tones so that students can gain proficiency and comprehension in the skills of speaking, listening, reading, and writing Mandarin Chinese. Language acquisition and cultural awareness will be included with cultural units and a variety of activities focusing on the use of language in personalized contexts. Technology will also be utilized in order to support course objectives. As the year progresses, the class will be conducted in the target language with increasing frequency.

Mandarin Chinese II	5 credits
Elective Grades 9-12 [4923]	State Course Code [06402]
PREREQUISITE: Mandarin Chinese I or Mandarin Chinese 8	

Students will continue to develop proficiency in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with the NJ Student Learning Standards at the appropriate level. Focusing on the communicative skill, students will study a broad range of vocabulary and grammatical concepts in culturally relevant and personalized contexts. The class will be conducted primarily in the target language.

Mandarin Chinese III	5 credits
Elective Grades 9-12 [4933]	State Course Code [06403]
PREREQUISITE: Mandarin Chinese II	

Students will broaden their proficiency in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with the NJ Student Learning Standards at the appropriate level. Focusing on the communicative skill, students will study a broad range of vocabulary and grammatical concepts in culturally relevant and personalized contexts. The class will be conducted primarily in the target language.

Honors Mandarin Chinese IV	5 credits
Elective Grades 9-12 [4943]	State Course Code [06404]
PREREQUISITE: Mandarin Chinese III	

Students will broaden their proficiency in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with the NJ Student Learning Standards at the appropriate level. Focusing on the communicative skill, students will study a broad range of vocabulary and grammatical concepts in culturally relevant and personalized contexts. The class will be conducted primarily in the target language.

Spanish I Fundamentals	5 credits
Elective Grades 9-11 [4714]	State Course Code [06101]

This course will address the needs of those students encountering difficulty in second language acquisition. Employing varied instructional activities, including technology, that emphasize the basic listening, speaking, reading, and writing skills, The paced instruction in this class will assist the students in fulfilling the two-year sequential language graduation requirement. As the year progresses, the class will be conducted in the target language with increasing frequency.

Spanish I	5 credits
Elective Grades 9-11 [4713]	State Course Code [06101]

This course is for students who have not previously taken Spanish courses. Students at this beginning level will employ vocabulary and grammatical structures pertinent to a variety of personalized situations and topics. The development of the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards will be equally emphasized. As the year progresses, the class will be conducted in the target language with increasing frequency.

Spanish II	5 credits
Elective Grades 9-12 [4723]	State Course Code [06102]
PREREQUISITE: Spanish I or Spanish 8	

Students will continue to develop proficiency in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards at the appropriate level, studying a broad range of vocabulary and grammatical concepts in culturally relevant and personalized contexts. The class will be conducted primarily in the target language.

Spanish II Fundamentals	5 credits
Elective Grades 9-11 [4724]	State Course Code [06102]
PREREQUISITE: Spanish I Fundamentals or Spanish I	

Using the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards, this course will continue the instructional philosophy of the Spanish I Fundamentals course, building on the foundation established in the first year. Various technology tools are utilized to facilitate learning the target language. Completion of the second course in this sequence will fulfill the district World language graduation requirement. As the year progresses, the class will be conducted in the target language with increasing frequency.

Honors Spanish II	5 credits
Elective Grades 9-11 [4721]	State Course Code [06102]
PREREQUISITES (Grade 9): Minimum grade of A- in Spanish 8, Passing Score on Qualifying Test, AND Teacher Recommendation	
PREREQUISITES (Grades 10-12): Minimum grade of A- in Spanish I AND Teacher Recommendation	

In this course, students will continue using the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards at a faster pace. Students will experience continued exposure to various aspects of Hispanic and Iberian cultures. Students will study level-appropriate grammar. The class will be conducted primarily in the target language.

Spanish III	5 credits
Elective Grades 10-12 [4733]	State Course Code [06103]
PREREQUISITE: Spanish II or Honors Spanish II	

Students will continue to develop proficiency in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards at the appropriate level. Students will study vocabulary in depth that will build upon prior knowledge. Grammatical structures of a more complex nature will be studied. The class instruction will be primarily in the target language.

Honors Spanish III	5 credits
Elective Grades 10-12 [4731]	State Course Code [06103]
PREREQUISITE: Minimum grade of A- in Spanish II AND Teacher Recommendation; OR Minimum grade of B- in Honors Spanish II OR Teacher Recommendation	

Working at an appropriately faster pace, students will continue to develop proficiency in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards. Students will study level-appropriate grammar as well as experience continued exposure to various aspects of Hispanic and Iberian cultures. A variety of personalized activities will further expose students to authentic language through a blend of cultural awareness, and language acquisition. The class will be conducted primarily in the target language.

Spanish IV	5 credits
Elective Grades 11-12 [4743]	State Course Code [06104]
Spanish IV is a continuation of Spanish III, striving to build stronger proficiency in the four skills areas of listening, speaking, reading, and writing. Stronger emphasis will be placed on speaking and creative writing. The class will be conducted primarily in the target language.	

Honors Spanish IV	5 credits
Elective Grades 11-12 [4741]	State Course Code [06104]
PREREQUISITE: Minimum grade of A- in Spanish III AND Teacher Recommendation; OR Minimum grade of B- in Honors Spanish III OR Teacher Recommendation	

Students will further develop proficiency in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards, incorporating contemporary and historic topics for advanced grammatical proficiency. Student will engage in reading level appropriate literature selections, creative and expository writing skills, oral performance skills, and information literacy skills that allow for authentic language exposure. The class will be conducted almost exclusively in the target language. All honors courses require a summer assignment, which will be evaluated during the school year.

Honors Spanish V**5 credits****Elective Grade 12 [4751]****State Course Code [06105]**

PREREQUISITE: Minimum grade of A- in Spanish IV **AND** Teacher Recommendation; OR Minimum grade of B- in Honors Spanish IV **OR** Teacher Recommendation

Students continue to develop advanced proficiency using the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards, through culturally relevant and personalized topics. Students read and analyze a variety of twentieth century Hispanic literature, enhancing language acquisition and cultural awareness. Creative writing and performance skills that allow for authentic language exposure are addressed. The class will be conducted almost exclusively in the target language.

Advanced Placement (AP) Spanish Language**5 credits****Elective Grade 11-12 [4750]****State Course Code [06112]**

PREREQUISITE: Minimum grade of A- in Spanish IV **AND** Teacher Recommendation; OR Minimum grade of B- in Honors Spanish IV **AND** Teacher Recommendation

This AP course will offer the opportunity for the highly motivated student to complete studies in the Spanish language and culture. This program is designed to further those who have chosen to develop their proficiency in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards. Internet/research based assignments will develop critical thinking in the target language and encourage meaningful communication. The course will follow the curriculum as dictated by the College Board Advanced Placement program in Spanish Language, and will include required summer assignment, which will be evaluated during the school year. Students accepted into the program should already have a good command of the target language grammar and vocabulary. The in-depth study of the language and its culture will prepare the student to sit for the AP Spanish Language examination in May. The class will be conducted exclusively in the target language.

21ST CENTURY LIFE & CAREER EDUCATION

All course offerings are contingent upon staffing and enrollment.

Accounting	Economics	Entrepreneurship	Financial Literacy	Introduction to Business
Investing	Marketing I	Marketing II	AP Macroeconomics	AP Microeconomics
Interior Design	Web Design	Web Design II: Advanced Page Layout	Web Design III: Animation	
Intro to TV/Broadcast Media	TV/Broadcast Media II	TV/Broadcast Media III	Broadcast Journalism - GR News	
Pre-Engineering A	Pre-Engineering B			

Accounting

2.5 credits

Elective Grades 10-12 [8883]

State Course Code [04249]

Accounting is defined as “the language of business.” This course investigates the principles of accounting and business practices, which lead to advanced study in accounting, economics, finance, and computerized accounting. Areas to be stressed include transactions analysis, accounting equation, closing entries, adjusting entries, financial statements, payroll accounting, etc. This course will be an excellent introduction to students planning to major in Business in college. It is strongly recommended that students have taken Introduction to Business before enrolling in Accounting.

Economics

2.5 credits

Elective Grades 9-12 [8807]

State Course Code [04201]

This course may be used to fulfill the state requirement of 2.5 credits of Financial, Economic, Business, & Entrepreneurial Literacy.

The purpose of this semester course is to provide a foundation for students looking to gain a general understanding of general economic principles. Topics in this course include basic economic theories, comparing several economic systems, supply and demand, price determination, market structures, types of business ownership, the role of labor in the economy, money, banking and investing in the economy, measuring the economy, the role of government in the economy, and economic challenges facing society today. Current events and real world issues are used frequently as examples relating all material to the present day.

Entrepreneurship

2.5 credits

Grades 11-12 [8847]

State Course Code [12053]

Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with the Horn School of Business at the University of Delaware.

PREREQUISITE: One complete year of business courses (either a full year course, for example AP Macroeconomics or AP Microeconomics, or any 2 semester-long business courses).

This semester course is designed for students who want to build upon their current knowledge and experience studying business at Glen Rock High School and who may be considering studying business at the college level. This integrative, project-based, and team-oriented course will develop students' appreciation and understanding of the world of business and startups through the practice of Design Thinking. The learning outcomes include developing the mindset and means needed to turn problems into opportunities; gaining first-hand experience in

working through the evidence-based entrepreneurship process by pursuing a novel idea for a new business or social venture; utilizing a business model canvas, social impact canvas, customer discovery interviewing and field research to conduct initial tests of a novel idea; building a foundational entrepreneurial skillset that includes storytelling, leadership and business basics; enhancing their understanding of the broad relevance of entrepreneurship and its importance for the success of startups, existing companies, social ventures and nonprofit organizations; and strengthening networking and communication skills. Students may have the opportunity to compete in Horn Entrepreneurship's Diamond Challenge, a national entrepreneurship competition hosted by the University of Delaware.

Financial Literacy	2.5 credits
Elective Grades 9-12 [8813]	State Course Code [04249]
This course may be used to fulfill the state requirement of 2.5 credits of Financial, Economic, Business, & Entrepreneurial Literacy.	

The purpose of this semester course is to provide students with the ability to understand how to be financially literate in a challenging economy. Students will learn how to manage their personal finances, smart money management strategies, consumer purchasing strategies, tax strategies, the basics of banking and credit, savings and investing, and how to protect their finances through obtaining insurance, retirement planning, and estate planning. The semester will conclude with a unit on career planning where students will choose potential careers that interest them and then learn the basics on writing a resume, cover letter, and going through the interview process. Current events and real world issues will be used frequently as examples relating all material to the present day. **This course fulfills the state requirement of 2.5 credits of Financial, Economic, Business, & Entrepreneurial Literacy.**

Introduction to Business	2.5 credits
Grades 9-10 [8802]	State Course Code [12051]

This course is available to all students, with an emphasis on earlier grades as appropriate. This is an entry-level semester course designed to introduce students to the key facets of the business world. Organized along the major functions of business, students will gain exposure and basic skills in the areas of business management and operations, accounting and finance, marketing, ethics and entrepreneurship. Students will work in teams and develop presentations in order to model business roles at an introductory level. Students interested in participating in the DECA club are also encouraged to take this course, as the concepts will resemble many of the standards tested in DECA online and role-play competitive events.

Investing	2.5 credits
Elective Grades 10-12 [8823]	State Course Code [12107]
This course may be used to fulfill the state requirement of 2.5 credits of Financial, Economic, Business, & Entrepreneurial Literacy.	

The purpose of this semester course is to provide the student with a solid foundation in investment analysis, strategy, and fundamental analysis by describing the overall investing environment, surveying the principal types of investment assets such as stocks and bonds, and developing an understanding of modern portfolio theory and the risk return tradeoff. Emphasis is on utilizing online sources of investment information in order to make informed asset allocation, portfolio construction and security selection decisions.

Marketing I	2.5 credits
Elective Grades 9-12 [8833]	State Course Code [04249]

This semester course investigates the business activities that direct the flow of goods and services from the producer to the ultimate consumer, and focuses on the activities commonly known as "marketing" or "distribution." The following areas are covered: orientation, careers in distribution, personality development, basics in marketing, forms of business ownership, free enterprise system, sales promotion and advertising, salesmanship, display, packaging, merchandise mathematics, and job interviewing.

Marketing II	2.5 credits
Elective Grade 9-12 [8843]	State Course Code [04249]
PREREQUISITE: Marketing I	

This semester course extends and deepens the Marketing I topics through extensive use of case studies, marketing plans, research papers, presentations, and DECA club roleplaying practice. Membership and competitive event participation in the DECA club is expected; this course will prepare students to compete at the Regional State DECA conferences and beyond. Marketing career opportunities and career development are also examined.

Advanced Placement (AP) Macroeconomics	5 credits
Elective Grades 11-12 [8862]	State Course Codes [04204]
PREREQUISITES: A- in Advanced level (or higher) Math, English, or Social Studies class AND Teacher Recommendation from teacher of that course.	

This course may be used to fulfill the state requirement of 2.5 credits of Financial, Economic, Business, & Entrepreneurial Literacy.

The purpose of the AP Macroeconomics course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places emphasis on the study of national income and price-level determination and develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

Advanced Placement (AP) Microeconomics	5 credits
Elective Grades 11-12 [8861]	State Course Codes [04203]
PREREQUISITES: A- in Advanced level (or higher) Math, English, or Social Studies class AND Teacher Recommendation from teacher of that course.	

This course may be used to fulfill the state requirement of 2.5 credits of Financial, Economic, Business, & Entrepreneurial Literacy.

The purpose of the AP Microeconomics course is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Interior Design	2.5 credits
Elective Grades 9-12 [8033]	State Course Code [05999]

Interior Design is a course that offers students the opportunity to experience designing within a space. Students will learn about the important components of a well-designed room, from traditional to contemporary furnishings. Spatial relationships, architectural design, traffic flow, contemporary ideas and the elements and principles of design will be addressed. Students will create floor plans as well as personally designed models. The state of the art computer program, Home & Landscape Design by Punch Software, will be used to generate plans and 3D models. Each student will develop a portfolio of originally designed interiors. This class is a *must*, whether students just want to develop their sense of designing a space, or are contemplating pursuing an architectural career. This course counts as a foundation art class for the purposes of enrolling in upper level fine arts courses.

Web Design	2.5 credits
Elective Grades 9-12 [8853]	State Course Code [10201]

In this course, students will become familiar with the principles of effective Web page programming and design. Students will gain knowledge of Web page coding techniques using Hyper Text Markup Language and Cascading Style Sheets. An introduction to developing artwork and animation using Photoshop is included. By the end of this class, students will have created a fully functional, multi-page website with interactive JavaScript behaviors, custom-made graphics, and animation.

Web Design II: Advanced Page Layout**2.5 credits****Elective Grades 9-12 [8863]****State Course Code [10201]****PREREQUISITE:** Web Design I – Students may take Web II or Web III in any sequence.

This course will focus on advanced programming and design issues related to building dynamic Web pages using Dreamweaver software and Cascading Style Sheets. Students will learn how to set up a Web server, Application server, and database to create dynamic web pages such as shopping carts and blogs. Topics covered will include form processing and validation, using PHP scripting, and database design and management, using Structured Query Language. By the end of this class, all students will have created a dynamic, multi-page website with advanced features.

Web Design III: Animation**2.5 credits****Elective Grades 9-12 [8893]****State Course Code [10203]****PREREQUISITE:** Web Design I – Students may take Web II or Web III in any sequence.

This course will focus on the use of the Adobe Creative Cloud suite to create animations for the Web as well as stand-alone animation projects. We will use the new Animate software as well as established programs like Photoshop and Dreamweaver. Students will learn vector and raster animation techniques using original artwork, photographs, video, and audio. We will also explore techniques for animation on Web pages using HTML and CSS.

Introduction to TV/Media Broadcast**2.5 Credits****Elective Grades 9-12 [8864]****State Course Code [11051]****NO PREREQUISITE**

This semester course is an introduction to all 3 phases of TV&FILM Production: pre-production, production and post production. Students will work on the foundations and basics of concept development, pitching and treatments. They will learn the basics of equipment operation in the studio and in the field and begin to learn the process of editing in Adobe Premiere while building and exporting short projects. Students will learn the foundation of camera composition, angles & movement, audio and lighting. Students will have real world, hands-on experiences in the studio and the field using professional equipment. Students are encouraged to create original projects and produce live to tape productions. All final projects will be promoted on the GR Media YouTube Page.

TV/Media Broadcast II**2.5 Credits****Elective Grades 9-12 [8865]****State Course Code [11103]****PREREQUISITE:** Introduction to TV/Media Broadcast

Here's your chance to be a part of programming and producing content for GRNEWS and GR Social Media platforms! This semester course explores the world of television broadcast production including live entertainment, news, and sports. Students will learn on professional equipment in a modern digital TV studio. Students will be part of real world, hands-on experience working in collaborative teams to produce livestreams of athletics and various events at Glen Rock High School. They will work with lighting and sound in both the studio and in the field. Special emphasis will be placed on creative student-led programming and live productions. All work will be posted to GR Social Media platforms.

TV/Media Broadcast III**5 Credits****Elective Grades 10-12 [8866]****State Course Code [11105]****PREREQUISITE:** TV/Media Broadcast II

Creativity takes courage! This full-year course combines next level creativity with digital filmmaking. Students will explore the worlds of sitcom, documentary, TV production and post production. This course builds on the production skills learned in TV/Broadcast Media II class. Students in this course will produce and direct films, documentaries, and various TV projects. They can also choose to create commercials, public service announcements, promotional content for Glen Rock High School, movie trailers, or music videos.

Media/Broadcast Journalism**5 Credits****Elective Grades 11-12 [8867]****State Course Code [11149]****PREREQUISITE:** TV/Media Broadcast III

Think SNL Weekly Update meets Sportscenter meets 60 Minutes, all here at Glen Rock High School. Students will conceptualize, produce, and broadcast a weekly school news program and monthly docu-style talk show. The classroom in this full year course will have a newsroom atmosphere complete with full crew positions and industry vocabulary. The course will provide students with practical, hands-on technical experience that will prepare them for higher learning or an introductory career in the fields of film and TV. All final work will be available on GR Media Platforms.

Pre-Engineering A**2.5 credits****Elective Grades 9-12 [5901]****State Course Code [21001]**

Utilizing the engineering and design method, students will be tasked with solving a vast array of different problems requiring a broad scope of different technical skills. Throughout the course students will be working in both physical and digital environments learning tools that engineers and designers use everyday, such as CAD, model making, 3D printing, laser cutting, and more.

Pre-Engineering B**2.5 credits****Elective Grades 9-12 [5902]****State Course Code [21001]****PREREQUISITE:** Pre-engineering A

Building upon the different technical skills and problem solving models introduced in Pre-Engineering A, this class challenges students to dive deeper and become even more proficient in solving complex problems. In addition, more advanced technical skills will be covered such as CNC milling and CAD assemblies.

VOCATIONAL SATELLITE PROGRAM

All course offerings are contingent upon staffing and enrollment.

VOCATIONAL SATELLITE PROGRAM

20 credits

Elective Grades 10-11

State Course Code [21098]

Exploratory: AM [9500] Advanced: PM [9510]

Not Leveled

These courses are offered as 21st Century Life & Career Education credits.

Bergen County Technical School provides a half-day of vocational and technical shop training, which is coordinated with the student's high school schedule. All academic classes and extracurricular activities are taken in the high school. Students are bused to the Center to participate in programs, which include:

- Automotive Collision Repair
- Automotive Technology, A.S.E.
- Cosmetology
- Skin Care/Esthetician
- Culinary Arts
- Electrical Construction
- General Contracting
- Landscape Design
- Information Technology
- Visual and Graphic Design
- Healthcare Occupations
- Small Animal Care

A special orientation program is provided at Bergen County Technical School. Students and parents are encouraged to visit the Technical Education Center before enrollment.

Articulation has been, and will be, completed with Lincoln Technology and Bergen County Community College. Concurrent enrollment is available for students interested in acquiring college credit or vocational training. Please see your counselor if you are interested. These programs will require your high school academic requirements to be met during the morning hours, with time to go to the institute or college of choice in the afternoon. Please be aware that the actual school day may lengthen depending on the choice of program.

WORK-BASED LEARNING PROGRAM

All program offerings are contingent upon staffing and enrollment.

Work-Based Learning

15 credits

Elective Grade 12 [8900]

State Course Code [04248]

The Work-Based Learning (WBL) Program offers students the opportunity to enhance both academic and vocational skills through coursework and an internship experience. With internship opportunities, students are able to apply knowledge and skills in a real-world setting. Experiences are supported with a Work-Based Learning Coordinator who works collaboratively with the student and their employer to ensure that the WBL site meets all safety requirements and that the student's field experience provides meaningful opportunities. The student will complete all required high school coursework in the morning session and participate in the field experience in the afternoon.