

# Cliffside Park High School Programs and Instruction



Lawrence C. Pinto  
Principal

Kenneth Schmitt  
Vice Principal: Freshmen and Seniors

John Lombardo  
Vice Principal: Sophomores and Juniors

Alyce Cusano  
Director of Guidance

David Porfido  
Athletic Director

## Administrative Team

Marqueritha Clarke	Mathematics
Charles Danho	Science and Technology
James Gaffney	Career and Special Education
David Porfido	Physical Education and Performing Arts
Jonathan Janucci	Humanities
Georgette VanVliet	English Language Arts

**CLIFFSIDE PARK HIGH SCHOOL  
GUIDANCE DEPARTMENT  
2019-2020 SCHOOL YEAR**

**PROGRAMS AND INSTRUCTION**

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**CONTACT INFORMATION**  
(All phone numbers are area code 201)

**Principal's Office.....313-2370, 313-2371**

Principal	Mr. Lawrence Pinto
Secretaries	Ms. Ruthann Rodriguez
	Ms. Ann Aquino

**Attendance Office..... 313-2372, 313-2375, 313-2379**

Vice Principal 11-12	Mr. Kenneth Schmitt
Vice Principal 9-10	Mr. Giovanni Lombardo
Secretary	Ms. Maria Romano

**Guidance Office.....313-2376, 313-2368 (fax-201-945-4717)**

Department Chairperson	Ms. Alyce Cusano
Counselors	Ms. Tatiana Cruzado
	Ms. Lori Levine
	Dr. Edward Meier
	Ms. Marissa Romano
	Ms. Kimberly Shaw
Secretaries	Ms. Anita Frankovic
	Ms. Joanne Mancini

**Student Assistance Coordinator.....313-2348**

Mr. Joseph DelRisco

**Nurse.....313-2366**

Ms. Deidre Mariotti

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) requires that the Cliffside Park school district, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. However, Cliffside Park School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary. The primary purpose of directory information is to allow the Cliffside Park school district to include this type of information in certain school publications such as the yearbook, an honor roll list, or a graduation program. Directory information is generally not considered harmful or an invasion of privacy if released and can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local education agencies (LEAs) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. If you do not want Cliffside Park school district to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing. Cliffside Park school district has designated the following information as directory information:

1. Student's name
2. Address
3. Telephone listing
4. Date and place of birth
5. Grade level
6. Weight and height of members of athletic teams
7. Degrees, honors, and awards received
8. Participation in officially recognized activities and sports

## **ACCESS TO PUPIL RECORDS**

Federal and state law guarantees parents the right to examine their child's official school records. Students 18 years or older, who are enrolled in a public school, may exercise the same rights on their own behalf. The state law is quite specific on many points, one of which is that parents must be told about their rights each year. That is the purpose of this notice. It will tell you something about the kind of records kept in the Cliffside Park Public School System, how you can go about seeing the records and what to do if you have questions about the material in the records.

### **Kinds of Records**

The records maintained in the Cliffside Park Public Schools are either "mandated" or "permitted".

- A. *Mandated records* are those compiled by direction of New Jersey statute or by agencies of government legally authorized to issue such directives. These records include personal data such as name, address, date of birth, grades, grade level program assignments, attendance records, health history, and current health status.
- B. *Permitted records* are those authorized for collection by Board of Education policy such as samples of student work, reports on parent conferences, data obtained by standardized tests, participation in student activities and other authenticated information about the students' skills, talents, and achievements which the parent or adult student wishes to include in the record.

## EXTRACURRICULAR ACTIVITIES

### Clubs

Among our many extracurricular clubs are the following:

Academic Decathlon, Art Club, Chess Club, Chorus, Class Activities, Drama Club, Debate Team  
Environmental/Recycling Club, Honor Society, International Club, Italian club, Law Club, Literary  
Magazine, Math Team, Middle Eastern Club, Newspaper, Philosophy Club, Poets Anonymous, Robotics  
Team, Student Council, Yearbook.

### Sports

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Boys & Girls Soccer	Boys & Girls Basketball	Baseball
Cheerleading	Cheerleading	Boys Tennis
Coed Cross Country	Coed Bowling	Coed Track & Field
Dance	Coed Winter Track	Softball
Football	Dance	
Girls Tennis	Wrestling	
Girls Volleyball		

### NJSIAA Eligibility Rules For Student-Athletes:

- A Student-Athlete cannot participate in interscholastic athletics if he or she has reached the age of nineteen (19) prior to september 1st of any year
- To be eligible for athletic competition during the first semester (September 1 to January 31) a student must have passed 25% of the credits (30) required by the state of New Jersey for graduation (120), during the immediately preceding academic year. Only 2 courses may be taken during summer school to secure additional credits.
- To be eligible for athletic competition during the second semester (February 1 to June 30) a student must have passed the equivalent of 12.5% of the credits (15) required by the state of New Jersey for graduation (120) at the close of the preceding semester (January 31). Full year courses shall be equated as half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.
- A student-athlete cannot participate in more than eight (8) consecutive semesters. Therefore the student-athlete may not have participated in high school interscholastic athletics in grade 8 or prior.

*Students interested in participating in an extracurricular activity not listed above are encouraged to speak with an administrator.*

## GRADUATION REQUIREMENTS

**Minimum of 120 credits for students graduating 2021**  
**Minimum of 130 credits for students graduating 2019 and 2020**

**Beginning with the graduating class of 2016, students must pass the NJ state-mandated assessment in both Language Arts and Mathematics.**

Students must also meet the following requirements:

- 20 credits in language arts literacy;
- 15-20 credits in mathematics including algebra 1, geometry, and a third course that builds on the concepts and skills developed in algebra 1 and geometry;
- 15 credits in history to include two years of United States History and one year of World History;
- 15 credits in lab science, including Biology, Chemistry and/or Environmental Science and/or Physics, and a third year of lab- or inquiry-based science;
- 3.75 credits in physical education/health for each year of attendance;
- 5 credits in visual or performing arts;
- 5 credits in 21st century life and career education;
- 2.5 credits in economic or financial literacy;
- 5 credits of World Language or demonstration of proficiency in a world language other than English;
- 20 hours of community/volunteer service for each year of attendance.

### **Please note:**

1. The requirements listed above are the requirements that must be met in order to earn a Cliffside Park High School diploma. **Requirements for college admissions are more stringent.** If you are planning to continue your education beyond high school, see your counselor for assistance.
2. In order to participate in graduation exercises, students must meet all graduation requirements prior to the ceremony.

### **EARNING CREDITS, GPA, CLASS RANK**

Students must pass a course with a minimum of a grade of **D** to earn credit for that class.

Classes that run for the entire school year earn 5 credits. The exceptions to this are lab courses that have a weekly lab period and Algebra 1 (with a "Z" in the course code). They have 6 and 10 credits respectively.

Courses that run for 2 marking periods earn 2.5 credits

Physical Education earns 3.75 credits

Health classes earn 1.25 credits

### **Grading Policy.**

Grades are earned by the following schedule.

- **A** 90-100
- **B** 80-89
- **C** 70-79
- **D** 65-69 (minimum grade for passing)
- **F** 50-64
- **F-** below 50

Other grades you may see:

- **I** "incomplete"
- **NG** "no grade" ( will affect GPA)
- **NC** "no charge" (will not affect GPA)
- **W** "withdrawn" (usually due to attendance issues)

### Quality Points

Quality points are based on the type of class the student passes based upon the following system:

<u>FINAL GRADE</u>	<u>FACTOR</u>
A	4 (5 for an Honors course, 6 for an AP course)
B	3 (4 for Honors, 5 for AP)
C	2 (3 for Honors, 4 for AP)
D	1 (2 for honors, 3 for AP)

### GPA

The GPA (or Grade Point Average) is a number determined by a mathematical formula. This number is the average grade (in numbers 1-4+) a student has earned throughout his or her high school career. **GPA is only accurate AFTER all courses are complete.**

The GPA is calculated through our student information software, RealTime, annually in June after all grades are reported. For seniors, the GPA is calculated after the first semester for college application purposes.

Your GPA is NOT reported on your report card. It is reported on your official transcript only.

**The formula is:**

$$\text{quality points x credits earned / credits attempted} = \text{GPA}$$

Do this for each course. Average all the results to determine the GPA.

EXAMPLE: you earned an A in English, a B in math, a B in history and a D in science.  
So, for each class multiply the quality points by the credits earned and divide by credits attempted.

ENGLISH-- $4 \times 5 = 20$

$20 / 5 = 4$

your GPA for English is 4

Math is 3; history is 3; science is 1.

Now, average all results and you will have your overall GPA:

$$4 + 3 + 3 + 1 = 11$$

$$11 / 4 = 2.75$$

YOUR GPA IS 2.75

### Rank

Cliffside Park High School ranks students based on their GPA. The highest GPA in the class is ranked first in the class, the lowest is ranked last in the class.

### Grade Level

The grade (9th, 10th, 11th, or 12th) is determined by the number of credits earned.

9th grade 0-29 credits

10th grade 30-54 credits

11th grade 55-89 credits

12th grade 90+ credits

Under certain circumstances, students will be placed in the appropriate grade level regardless of credits earned. This determination is an administrative decision.

### EXTRA HELP/TUTORING

1. **EXTRA HELP**—offered daily (except on faculty meeting days) by the classroom teacher. Depending on the teacher's schedule, this may be before or after school. Students can walk in, but it is better to arrange a time and day with the teacher. Many teachers can make other times available. The student should consult the teacher about this.
2. **LIVE HOMEWORK HELP**—offered by the Cliffside Park Public Library. Free online tutoring every day 3:00-9:00 pm. <http://cliffsidepark.bccls.org>
3. **CLIFFSIDE PARK P.A.L. TUTORS**—free homework help offered in the Senior Housing Building at 550 Gorge Road (across from the High School.) Walk-in basis. Monday, Wednesday, and Thursday 3:30-5:30 and 7-9.
4. **PEER TUTORING**—Counselor can arrange for a volunteer peer tutor in conjunction with teacher extra help (see #1 above.) Peer tutoring WILL NOT be offered without active participation in extra help.

### REPORTS AND CONFERENCES

1. The most common are **progress reports** and **report cards**. **Parents should use the Parent Portal on the Realtime system**. See the counselor for logon information.
2. **INTERIM PROGRESS REPORTS**—The student brings this to all his or her teachers during the school day. The counselor should get a copy (they are two-part forms) and one goes home. Students who use these are expected to pick them up in the guidance office when the parent requests them.
3. **SPECIAL REPORT ON PUPIL BEHAVIOR AND ADJUSTMENT**—These are for individual teachers and are very detailed. Typically, the counselor gives them to the teacher to fill out.
4. **NOTICE OF ACADEMIC DEFICIENCY**—Basically a one time report that the teacher fills out and gives to the counselor. These are three-part forms: one goes to the teacher, one is kept on file, and one is sent home by the counselor.
5. **PARENT/TEACHER CONFERENCES**—Scheduled by the counselor, typically on one of the teacher's prep periods. Call your child's guidance counselor to arrange these meetings.
6. **PARENT/TEACHER PHONE CONFERENCES**—These are often all that is needed making in-person conferences unnecessary. They are more immediate, often happening on the same day as the request. The teacher is given a form and returns it to the counselor after the call is made with comments filled in.



## **COURSE SELECTIONS FOR THE FOLLOWING SCHOOL YEAR**

Beginning mid to late January, students and counselors will begin to meet and select the courses for the following year. That course selection is based on:

- A. Graduation requirements
- B. Course sequence
- C. Post-secondary plans
- D. The student's current and past performance in classes and on required testing.
- E. Teacher recommendation

In general, freshmen and sophomores will take course to equal 8 periods plus lunch.

In general, juniors and seniors will take 7 course periods plus lunch.

Under certain circumstances, seniors will have fewer periods than above. SENIORS SHOULD KEEP IN MIND THAT A "PARTIAL" SCHEDULE IN THE SENIOR YEAR MAY AFFECT YOUR ACCEPTANCE TO SOME COLLEGES.

Students can not request a certain teacher, lunch period (unless there is a medical reason), start time, or dismissal time. These are determined by our scheduling software, A MAJOR GOAL OF SCHEDULING IS A BALANCED MASTER SCHEDULE.

Guidance counselors will conduct information sessions in English classes beginning in January to discuss the course selections for the coming school year.

At these meetings, students will be directed to use the Student Portal to select electives for the coming year at <https://www.fridaystudentportal.com/index.cfm>. Students who don't know their Student Portal logon information must see their counselors.

## BELL SCHEDULE

Period	Time
1	8:20-9:00
2	9:03-9:49 (including Homeroom)
3	9:52-10:32
4	10:35-11:15
5	11:18-11:58
6	12:01-12:41
7	12:44-1:24
8	1:27-2:07
9	2:10-2:50

## REPORT CARD, PROGRESS REPORT, MARKING PERIOD DATES

	# Days	START	END	PROGRESS REPORT WINDOW OPEN	PROGRESS REPORT WINDOW CLOSE	PROGRESS REPORTS ON PORTAL	GRADES WINDOW OPENS
1	45	9/5/2019	11/12/2019	10/4/2019	10/11/2019	10/15/2019	11/6/2019
2	45	11/13/2019	1/29/2020	12/13/2019	12/19/2019	12/20/2019	1/24/2020
3	45	1/30/2020	4/3/2020	3/4/2020	3/11/2020	3/12/2020	3/27/2020
4	48	4/6/2020	6/19/2020	5/13/2020	5/20/2020	5/21/2020	6/12/2020
	# Days	GRADE ENTRY WINDOW CLOSES		REPORT CARDS ON PORTAL			
1	45	11/15/2019		11/16/2019			
2	45	2/5/2020		2/6/2020			
3	45	4/6/2020		4/7/2020			
4	46	6/19/2020		6/22/2020			

\* approximate, depending on District Calendar--includes days of final exams

## Course Credit Assignment:

The chart below is based upon the graduation requirements of the State of New Jersey and the Cliffside Park Board of Education. It is possible for a typical student to accumulate 160 credits before graduation. Five credits will be awarded for a full year course and 2.5 credits for a semester course.

The following is the typical course-taking pattern for a student enrolled in the district. Specific courses to be taken will be determined in consultation with the student, parents, and the guidance counselor.

COURSES	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
1	English 9	English 10	English 11	English 12
2	World History	US History 1	US History 2	Social Studies Elective
3	Mathematics	Mathematics	Mathematics	Math Elective
4	World Language	World Language	World Language	World Language Elective
5	Visual, Performing or Practical Arts Course	Visual, Performing or Practical Arts Course	Visual, Performing or Practical Arts Course	Visual, Performing or Practical Arts Course
6	Biology	Chemistry	Physics	Science Elective
7	Physical/Health Education	Physical/Driver Education	Physical/Health Education	Physical/Health Education
8	College and Career Exploration Course	Elective	Elective	Elective
9	Lunch	Lunch	Lunch	Lunch

## Special Programs:

These educational programs include coursework taken outside of Cliffside Park High School for which credit may be earned. Extended learning opportunities include: Virtual High School(VHS), dual-enrollment, Community College Partnerships, Senior Experience and online courses (curriculum must be pre-approved by the content area supervisor and high school principal).

### **Dual Enrollment/College Partnerships:**

Courses offered as dual enrollment for dual credit stem from arrangements between high schools, universities and community colleges whereby a high school student may enroll in a college course and **simultaneously earn college credit and high school credit** for the course.

Students who sign up for this opportunity will be required to pay a fee to the college and meet specific criteria (such as earning a minimum grade) in order to earn credit Courses are awarded "honors" weighting. This includes courses taken on college campuses.

### **Virtual High School (VHS):**

Virtual High School (VHS) offers an opportunity to experience learning via the Internet. VHS offers an opportunity to pursue an area of particular interest, above-and-beyond the curriculum offered at CPHS. This opportunity is open to tenth, eleventh, and twelfth graders each semester. Students must be self-motivated and self-disciplined. There is an application process, which includes recommendations, a review of past academic achievement and an signed consent of responsibilities from a parent/guardian.

### **Senior Experience:**

The shared time program provides students with the opportunity to receive daily or weekly vocational/occupational training as part of their senior year high school program. Academic subjects are taken at the high school and students then report to mentors at specialized locations.

## Advanced Placement Courses:

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

Advanced Placement Courses  
AP Language and Composition  
AP Literature and Composition  
AP US History II  
AP European History  
Ap Spanish Language and Culture  
AP Psychology  
AP Government and Politics  
AP Calculus AB

AP Calculus BC  
AP Statistics  
AP Computer Science Principles  
AP Chemistry  
AP Biology  
AP Physics 1  
AP Macroeconomics  
AP Microeconomics  
AP Music Theory

## CPHS AP STUDENT EXPECTATIONS AGREEMENT

You have enrolled in an AP course for the 2018-2019 school year. Taking an AP course and exam is a collaborative effort between you, the student, your parent/guardian and the school. Each party plays a role and must make a commitment to meet the expectations noted below.

- The student agrees to organize his/her time and effort to successfully complete the AP course in which he/she is enrolled.
- The student will notify teachers immediately if he/she falls behind in class readings and/or assignments.
- The student will be expected to complete assignments, readings, and projects outside of class time.
- **The student will take the AP exam on its scheduled date and time as outlined by the college board.**

The Parent/Guardian agrees to be familiar with and accept the AP course requirements and policies, and to help his/her child organize study time in support of class assignments. **The parent/guardian agrees to purchase required materials and pay the exam fee if the student does not attend or fails to sit for the test.**

## **Academies at Cliffside Park High School**

The academies were developed to provide students with rigorous course offerings, within the Humanities, Culinary Arts and S.T.E.M disciplines. Students will be challenged with curriculum and provided with educational opportunities such as externships, trips, and speakers to support their program. The application process is thorough and designed to identify students' goals, ambitions, interests, and strengths.

For more information visit the link below:

<https://sites.google.com/cliffsidepark.edu/academiesatcliffsidepark/home>

### **Cliffside's Academy for an Associate Degree(CAAD)**

Cliffside Park High School, in coordination with Bergen Community College (BCC), will offer 11th grade students the opportunity to earn an Associate Degree in Arts or Science, while also meeting the requirements to obtain a New Jersey high school diploma while in attendance at Cliffside Park High School.

Students in Cliffside's Academy for an Associates Degree (CAAD) will have the opportunity to earn an Associate Degree at a significantly reduced rate. These are highly transferable college credits honored by all state schools and the majority of Universities throughout the nation.

Beginning junior year, this program is intended to increase post-secondary opportunities and provide rigorous coursework for students dedicated to their success. Under the guidance of Cliffside Park and Bergen Community staff, students will participate in college courses and engage in collegiate discourse alongside BCC students.

The benefits of this program includes the following:

- Provides students an opportunity to begin their college career early
- Fully participate in high school activities and athletics
- Significantly reduces the cost of college
- Allows students to enter the workforce or attend graduate school at a much earlier age

## Course Descriptions

### English I

**Prerequisite: None**

**5 Credits**

**Grade 9**

This course is designed for the college bound student to demonstrate competence in Language Arts. Reading comprehension will be achieved through World Literature in a variety of genres. In addition, students will develop their critical thinking, writing, oral communication, grammar, and vocabulary skills. Students are expected to compose a research paper.

### English I Honors

**Prerequisite: Entrance Requirements**

**5 Credits**

**Grade 9**

This course is designed for the college bound student. One of the prime goals of the honors class is to foster creative, complex thinking and independent study. Writing and research skills will be developed through the process approach. (please see district website for Honor's entrance requirements)

### English II

**Prerequisite: English II**

**5 Credits**

**Grade 10**

This course is designed for the college bound student. The literature covered in this class will encompass American literary periods from the Native American Tradition to the Modern Era. In addition, students will develop their critical thinking, writing, oral communication, grammar, and vocabulary skills. Students are expected to compose a research paper.

### English II Honors

**Prerequisite: B or higher in English I**

**5 Credits**

**Grade 10**

The English 10 Honors curriculum is designed so students utilize the basic elements of English through reading comprehension, word analysis, process writing, oral communication, study skills, and the completion of a research paper. American literature is the focus of this class, which emphasizes analytical reasoning. Discussion and analysis, reinforced with related writing assignments, are key components of the honors class as well as creative, complex and independent thinking . (please see district website for Honor's entrance requirements)

### English III

**Prerequisite: English II**

**5 Credits**

**Grade 11**

This course is for the college bound student. It encompasses literary works in British literature from the Anglo Saxon period through modern day. In addition, students will develop their critical thinking, writing, oral communication, grammar, and vocabulary skills. Students are expected to compose a research paper. Research methods and time management skills will be strengthened. Students will be encouraged to think critically and apply prior knowledge to new learning situations.

### English III Honors

**Prerequisite: B or higher in English II**

**5 Credits**

**Grade 11**

This course is for the college bound student who has maintained an A average and who has been recommended for the course by his English teacher. The literature covered will be a survey of British writers that encompasses time periods from the Anglo Saxon era to modern day. The student will be expected to write formal reports, master the essay, and write at least

one research paper. The student will also continue to strengthen vocabulary skills. The student will also master time management skills through mastery of the course syllabus and independent reading. (please see district website for specific Honor's entrance requirements)

**English IV**

**5 Credits**

**Prerequisite: English III**

**Grade 12**

This course is for the college-bound student and is designed to impart a varied and substantial experience of literary genres such as poetry, drama, fiction, and nonfiction. In addition to the continued study of vocabulary, grammar, and composition, the student will develop speaking, listening, and critical thinking skills. A research paper, as well as an oral presentation of the paper, is required.

**English IV Advanced Placement**

**5 Credits**

**Prerequisite: A or higher in English III**

**Grade 12**

Advanced Placement English is a college-level class with college-level requirements. The students enrolled in this class have been recommended by their English teacher and have surpassed all qualifications of senior English. At the end of the Spring Semester the student will have the opportunity to earn college credit by taking the Advanced Placement Examination in English Literature and Composition. The concentration of content in this course is the study of artistic use of language of increasing complexity in the analysis of British and American literature. Evaluation of the student's progress will be through in-class and out-of-class critical writing assignments and class participation based on the reading assignments. An in-depth research paper, in correct MLA format, is required for this class. The course is representative of a type of introductory course commonly offered in American universities and colleges. (please see district website for AP entrance requirements)

**English IV Honors**

**5 Credits**

**Prerequisite: B or higher in English III**

**Grade 12**

English IV Honors deepens and advances the curriculum of English IV with a focus on analytical writing and discussion of various fiction and nonfiction texts. Students read and analyze a variety of literary texts, recognizing major forms and their stylistic elements. Language study expands students' general and specialized vocabulary through speaking, listening, reading, and viewing. Writing includes the production of informational, expository, and persuasive/argumentative papers. They also apply their oral communication skills to craft formal oral presentations. Please see district website for Honor's entrance requirements

**Critical Reading and Writing**

**2.5 Credits**

**Prerequisite: None**

**Grade 9**

This half-year course gives students ample opportunities to investigate the four types of text: narrative, informational, persuasive/argumentative, and expository. Students will engage in varied methods to improve their writing skills. The overall objective of this course is to provide them with the tools and skills to broaden their writing abilities.



## **Social Studies**

### **Modern World History**

**5 Credits**

**Prerequisite: None**

**Grade 9**

Modern World History is a ninth-grade course designed as a study of the historical development of human cultures beginning circa 1350 and ending in the 20th Century. Students will examine pivotal moments in world history such as intellectual movements, major conflicts, revolutions, and periods of exploration and trade. They will explore how people, goods, and ideas traveled throughout and between Asia, Africa, the Americas, and Europe. They will analyze the evolution of different forms of government and make connections to today. There will be a strong emphasis on the development of critical thinking and literacy skills.

### **U.S. History I**

**5 Credits**

**Prerequisite: World History**

**Grade 10**

This course traces the history of the United States from the arrival of the first Americans through the end of the 19<sup>th</sup> century. It introduces the themes of balance between unity and diversity, the shaping of democracy, the search for opportunity, and the influence of geographical factors. It also examines European, Native American, and African interaction in Colonial America, the American Revolution, the New Nation, the Constitution, the War of 1812, the development of democracy, the West, slavery, the Civil War, and Reconstruction.

### **U.S. History I Honors**

**5 Credits**

**Prerequisite: English II Honors**

**Grade 10**

US 1 Honors is a course designed to prepare students for AP US History 2. Students will participate in an intense survey of the foundations of American history up until the Civil War/Reconstruction period. Honors students will work extensively on their writing skills. Students can expect this course to be fast-paced and require them to use higher-level thinking skills. Students will be expected to compare, contrast, construct, argue, evaluate, infer, deduce, analyze, interpret, criticize, apply, synthesize, explain, justify, summarize, revise, write, and test. It will be imperative that students are prepared to be challenged and to work diligently.

### **United States History II**

**5 Credits**

**Prerequisite: U.S. History 1**

**Grade 11**

Focuses on the study of modern American history. The primary focus will be the latter part of 19th century America to the present. Students will investigate historical events and periods, as well as, the fostering of multicultural awareness. Recognition of ethical, civic, and democratic values present in American history, and the development of an historical perspective in relation to contemporary events represent the major aspects of the course. Literature, music, art, primary source readings, videos, simulations, and other activities will enhance the students' understanding of the time periods.

**United States History II AP****5 Credits****Prerequisite: U.S. History 1 AP****Grade 11**

AP U.S. History II is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes from Reconstruction to the present in American history.

**Economics****2.5 Credits****Prerequisite: U.S. History 1****Grade 11-12**

This half-year elective will aim to introduce students to rational choice and the economic way of thinking in order to become informed consumers, producers, and citizens in today's world. Economics is the study of how individuals, businesses, and governments make decisions about the use of scarce resources in a world of unlimited wants and needs. This is done at both the microeconomic and macroeconomic level, both of which will be examined. The course is useful in helping students to acquire many life skills, and also in establishing a foundation for more advanced study of economics.

**Contemporary U.S. History****2.5 Credits****Prerequisite: U.S. History 1****Grade 11-12**

Students are members of a national community. Without an awareness and acceptance of differences in cultures and values, a response to significant national issues, the benefits of their education would be limited. Students must learn to make responsible decisions and to exercise freedom of thought and choice based on examination of evidence and conflicting viewpoints. In this course we will identify and evaluate relevant information and develop the skills of critical analysis and independent judgement by examining the most current as well as long standing social issues this nation has and will continue to face.

**Constitutional Law****5 Credits****Prerequisite: U.S. History 1****Grade 11-12**

This half-year elective will take an in-depth look at current issues with constitutional implications. Issues currently before the Supreme Court or other federal courts will serve as the basis for discussion, especially issues of concern to people of high school age. As background, the course will also include a unit on the historical origins of the American constitutional system, a thorough study of the constitution itself, and an analysis of the cases that delineated the role of the federal judiciary. The course will strive to empower students to be active, engaged citizens by equipping them with the knowledge and skills they need to successfully participate and create change in their communities.

**Psychology****5 Credits****Prerequisite: U.S. History 1****Grade 11-12**

Psychology is an introduction to individual behavior and why a person thinks, feels, and reacts to certain things in their environment. Emphasis is placed on psychological theories, stages of human development, how the brain reacts in different situations, psychological disorders, and case study research. This course stresses the application of academic content to the student's own life.

**Genocide and Tolerance****5 Credits****Prerequisite: U.S. History 1****Grade 11-12**

This course is an introduction to the history of 20th and 21st century genocides. Genocide can be defined as the deliberate mass killing of a large group of people, especially those of a certain religious, ethnic or a national group. Areas of focus include but are not limited to the Armenian, Ukrainian, Cambodian, Rwandan, Bosnian, and Guatemalan genocides with special attention given to the Holocaust (Shoah).

**Government and Politics AP****5 Credits****Prerequisite: U.S. History 1****Grade 11**

This college-level course is designed to provide an analytical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Completion of the course prepares students to take the Advanced Placement Test. Students enrolled in this course must take the appropriate AP exam.

**Sports in the 21st Century****2.5 credits****Prerequisite: None****Grade 11-12**

This course is designed to give students the opportunity to analyze and evaluate both American History and Culture through the lens of athletics. Sample units of study may include: drugs in sports, sports and gambling, discrimination in sports, and the celebrity status of athletes. Students who choose this course will be expected to develop their reading, writing, research, and presentation skills.

**Latin and Caribbean Studies****2.5 credits****Prerequisite: None****Grade 11-12**

The Caribbean and Latin American elective course allows students to explore this vast region from a variety of perspectives, including history, literature, music, religious studies, economics, and educational studies. Social, political, and economical successes, failures, and changes will be highlighted throughout the course through the use of primary and secondary sources.

**Foreign languages:****Italian I****5 Credits****Prerequisite: None****Grade 9-12**

Italian I is an introductory level course to the Italian language and focuses on learning the fundamentals of the language from the alphabet to basic phrases. Students begin to learn the phonetic characteristics of the Italian language and how it is used when learning to read Italian. Students will also learn the present tense verb conjugation of various ARE verbs. Italian music, food, film, sports and culture is incorporated within the course and program to reinforce learning. Students complete various projects on selected units to reinforce learning topics.

**Italian II****5 Credits****Prerequisite: Italian I****Grade 9-12**

Italian II is an intermediate level course to the Italian language and focuses on building on the basics of the language learned in Italian I. Students will be reading with more continuity at this level and will begin to write in paragraph form preparing them for future writing projects/ assignments throughout the rest of the course and program. Students complete various projects on selected units to reinforce learning topics. Students will also be learning the past tenses along with a review ARE verbs and introduction to ERE and IRE verbs.

**Italian III****5 Credits****Prerequisite: Italian II****Grade 9-12**

Italian III is an advanced intermediate level course to the Italian language and aims to build upon what students have learned throughout the first two years in the program. Students will continue enhancing their reading and writing skills and are introduced to Italian literature. Students complete various projects on selected units to reinforce learning topics. Students will also be reviewing tenses learned throughout the program along with the future tense to reinforce and enhance reading and writing skills.

**Italian IV****5 Credits****Prerequisite: Italian III****Grade 9-12**

Italian IV is the most advanced level of Italian offered and focuses on reading both short stories and the classics of Italian literature. In addition to this, students will have the opportunity to write essays using advanced vocabulary and an array of different verb tenses learned throughout the program. Students complete various projects on selected units to reinforce learning topics. As in any of the other previous courses, Italian music, food, film, sports and culture is incorporated within the course.

**French I****5 Credits****Prerequisite: None****Grade 9-12**

French I is a first level course to the French language. The students will be introduced to the fundamentals of the French language and will learn common phrases using basic level vocabulary. Students will also be using the present tense in speaking, reading and writing assignments and projects throughout the year. Also included in lessons and assignments will be key aspects of the French culture such as its cuisine, music, cinema and sport.

**French II****5 Credits****Prerequisite: French I****Grade 9-12**

French II is an intermediate level course. Students will use the knowledge they have gained from their French I course to enhance learning in this course. Students will be learning and using intermediate level vocabulary in their daily lessons, assignments and projects throughout the year, which will assist them in speaking, reading and writing in the French. As in the previous course, aspects of French culture are included throughout the course.

**French III****5 Credits****Prerequisite: French II****Grade 9-12**

French III is an advanced intermediate level course in the French language. Students will use the knowledge they have gained in their first two years in the program to help further their

reading, writing and speaking skills in French. Students will also be using intermediate-advanced level vocabulary in their assignments and projects throughout the academic year. As in the previous courses, aspects of French culture are included throughout the course.

### **Spanish I**

**5 Credits**

**Prerequisite: None**

**Grade 9-12**

This introductory course is designed for students with little or no previous study of Spanish. The students in this class will participate in speaking, listening, reading, and writing while exploring the people, culture, and geography of Spanish speaking countries. Tests, quizzes, and projects will be used to assess students' understanding of the language. Homework is very important in this course; it reinforces concepts and skills introduced in class. Active class participation is another factor that is extremely important and required in this course. This course will help students to get ready to transition into Spanish II.

### **Spanish I for Native Speakers**

**5 Credits**

**Prerequisite: None**

**Grade 9-12**

Spanish for Native Speakers I is a course intended for students who have the ability to understand and speak Spanish at native or near native speaker fluency, but have little or no formal training in the language. In this course students will develop their reading, listening, writing, and speaking skills in Spanish. Literacy in the language is improved through exposure to a variety of Hispanic literature. Oral presentations will help students with the speaking aspect of the language. This course will help students to get ready to transition into Spanish for Native Speakers II.

### **Spanish II**

**5 Credits**

**Prerequisite: Spanish I**

**Grade 9-12**

Students will continue to study Spanish by expanding their knowledge from Spanish II. Spanish II consists of learning important vocabulary topics and complex grammar concepts. At this level, students will be able to comprehend reading passages in depth. They will also begin to express themselves more fluently, and meaningfully in both speaking and writing. Each unit of study will include two sets of new vocabulary themes, and two sets of grammar concepts.

All these practices will reinforce the acquisition of vocabulary and grammar. There will be a strong emphasis on providing context and conversational examples for the language concepts presented in each unit, which will facilitate opportunities for students to converse in Spanish. Students should expect to be actively engaged in learning, and understanding common vocabulary terms, phrases, sentences, and use a wide range of grammar patterns in their speaking and writing. Students will be required to participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries. Frequent assessments will be taken where their language progression can be monitored, and tailored for mastery.

### **Spanish II for Native Speakers**

**5 Credits**

**Prerequisite: Spanish I for Native Speakers**

**Grade 9-12**

This course has been developed for heritage or native speakers. The course takes into account the experiences and influences of bilingual and bicultural upbringing. This course

accommodates students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Cultural and literary readings, and selected Spanish-language films are among the materials on which class discussion and assignments will be centered. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

### **Spanish III for Honors**

**5 Credits**

**Prerequisite: Spanish II for Native Speakers**

**Grade 10-12**

This course is designed for students who have already taken Spanish Native Speakers II or took the placement exam and obtained high grades, and were recommended by their teacher. The goals of this course is to help students deepen their knowledge of the Spanish language, and literature of the Spanish-speaking world. In this course we will study approximately 16 authors. We will also study the cultural and historical background of each author. Of course, to study Spanish in an advanced, academic level, we will do grammatical analyses. Students will put their grammatical skills into practice by developing several writing projects. The class will be given entirely in Spanish.

### **Spanish III**

**5 Credits**

**Prerequisite: Spanish II**

**Grade 10-12**

Spanish III features lessons incorporating real life situations in Spanish Speaking countries, engaging students in communicating in Spanish while reading and speaking during class discussions. The sequencing of lessons allows students to become exposed to a vast vocabulary that follows the lessons. Students are exposed to a variety of grammar lessons throughout the course of study. Students study the preterit, imperfect and subjunctive tense throughout the course. Each chapter has a unique layout that discusses culture, grammar and vocabulary.

### **Spanish Honors**

**5 Credits**

**Prerequisite: Spanish III**

**Grade 11-12**

Spanish IV features lessons that integrate language and culture. In each chapter, students come across the development of language skills and cultural awareness, through active use of different art, literature and music from the Spanish speaking world. Through the sequencing of lessons, students are exposed to different grammar lessons reviewing and incorporating preterite and imperfect tense, and the present subjunctive, and subjunctive alongside the indicative. Students are also exposed to an extensive vocabulary list that is embedded with the lessons in culture and grammar of each chapter.

### **AP Spanish Language and Culture**

**5 Credits**

**Prerequisite: Spanish II for Native Speakers**

**Grade 11-12**

This is a course and examination offered by the College Board in the United States education system as part of the Advanced Placement Program. This course is primarily a comprehensive review of all previous knowledge pertaining to the Spanish

language. This class builds upon the skills developed within introductory to advanced Spanish classes by applying each skill to a specific, contemporary context (health, education, careers, literature, history, family, relationships, and environment being common themes). Thus, the students strive to refine their skills in writing, reading, speaking, and understanding spoken Spanish. Students concentrate on developing proficiency in such skills specifically in preparation for the AP Spanish Language examination. In addition, this course will emphasize mastery of linguistic competencies at a very high level of proficiency.

**Visual Art Courses:**

**Introduction to Art**

**2.5 Credits**

**Prerequisite: None**

**Grade 9-12**

This course is designed to give students a taste of everything. The students are exposed to art history, art criticism, art aesthetics and art making. A variety of mediums are explored such as clay, paint, charcoal, and wire. This allows students to try out sculpture, drawing, painting, printing and more so that if they choose they can explore one of these mediums solely in a future course. (Suggested requirement before any other art course.)

**Art II**

**5 Credits**

**Prerequisite: Introduction to Art**

**Grade 9-12**

This course is for the student who enjoyed Intro to Art and wants to continue to explore many different mediums. The course again goes over a wide variety of art but the challenge is greater and the call for self-expression is stressed. Students can fine tune their craft and begin to have a better understanding of where their own skills and interests lie.

**Advanced Portfolio Art**

**5 Credits**

**Prerequisite: Art II**

**Grade 10-12**

This course is for the student who wants to breathe color into their art. Color theory is explored through mixing, analysis and application of paint. Different paint mediums are used for a thorough understanding of paint such as acrylics, watercolor, and gouache. Students render portraits, landscapes, and paint in both realistic and highly stylized fashions. (Suggested requirement-Drawing.) Students work with 3-Dimensional art requiring that all pieces have height, width and depth. Clay, recycled/found objects, wire, paper mache, plaster, wood and various other materials are used to render art that is explorative and challenging. Students study great sculpture masters from Renaissance artist Michelangelo to contemporary Sandy Skoglund. Students explore different drawing tools such as ink, charcoal, oil pastels and graphite sticks. Self-portraits are rendered on gigantic scales and post-its become paper for the finest of details.

**Jewelry Design**

**5 Credits**

**Prerequisite: None**

**Grade 9-12**

This course is for the crafter who wants to render quality pieces and learn a skill that few possess. Students will learn how to use tools such as crimpers, round nose pliers, metal stamps, and soldering irons. They will work with materials such like French hooks, leather, Murano beads, and porcelain clay. Students will end the year with gifts to give, a personal jewelry collection, the skills to replicate and the ability to design and innovate.

## **Art History**

**5 Credits**

**Prerequisite: World History and Introduction to Art**

**Grade 10-12**

Art History is a full-year, 5 credit course that will provide an in depth study of art history and basic art concepts. This course includes an extensive survey of Western art, as well as an introduction to art appreciation. Engaging studio activities throughout the course are directly connected to the course content. *Art History* will show students how the visual arts serve to shape and reflect ideas, issues, and themes from the time of the first cave paintings to the contemporary art.

## **Photoshop**

**5 Credits**

**Prerequisite: None**

**Grade 10-12**

5 credit elective course is available for students with no additional prerequisites. Students will learn essential Photoshop concepts using Adobe Photoshop CC latest version. By the end of this full-year course, students will feel confident in designing graphics for use in websites, retouching and manipulating photographs, creating GIF animations, and using Text, Layers and Drawing Tools to create original images.

## **Digital Photography**

**5 Credits**

**Prerequisite: Photoshop**

**Grade 11-12**

In the Digital Photography course, students will gain hands on experience with creating art by capturing images, processing on the computer, and presenting original expressive work. Photography is a form of visual communication and should lead to a greater knowledge of self as well as a critical understanding of images encountered in daily life. We will emphasize the language of photography as it relates to art, advertising, print media, cyberspace, journalism and beyond. Class critiques of ongoing work will provide a forum to critically discuss photography as an art form in both personal and cultural terms. Equipped with technical skills, the student should understand how to impact and interpret our image based technological environment.

## **Filmmaking**

**5 Credits**

**Prerequisite: Photoshop**

**Grade 11-12**

In the Digital Filmmaking course, students will create original and expressive films. With an emphasis on studio production, we will develop visual communication skills through technology, script writing, esthetic criticism, cultural criticism, and historical observation. These skills will be used to understand the various fields of film genre, the conventions of short and long film, animation, video and its applications in TV, the internet, journalism, fine art, and the history of film. Class critiques of ongoing work will provide a forum to critically discuss film/video as an art in both personal and cultural terms. Equipped with technical skills, the student should understand how to impact and interpret our image based technological environment.

## **Ceramics:**

**Prerequisite: None**

This course provides an introduction to Ceramic Sculpture with a specific focus on hand building processes. Contemporary Ceramics is an expansive art form including pottery and vessel making, sculptural works and painted tile work. The options for working with fired clay are limitless and the technical subject matter complex. This course presents projects, which give the student experiences in developing ideas based on contemporary culture.



Sculpture processes which are additive and subtractive, plaster mold making, plus pinch, coil building, extrusion and slab construction methods as applied to sculpture will be taught. Glaze lectures, including a technical introduction to raw materials, will be included. An introduction to electric kiln firing is also presented. The class format will include image presentations and demonstrations of hand building and sculpture techniques. Class lectures will incorporate highlights from ceramic history along with many contemporary examples. The course will consist of four major projects.

## **MATH Courses**

### **Essential Math**

**5 Credits**

**Prerequisite: None**

**Grade 9**

This course is used to help students learn areas of elementary and middle school math they did not learn before coming to high school. The areas of concentration are individualized for the students, students work at their own pace gaining skills necessary to advance to pre-algebra.

### **Pre-Algebra**

**5 Credits**

**Prerequisite: None**

**Grade 9**

This course is a continuation of 8th grade mathematics for students who either failed 8th grade math or are very weak in the algebra component of the 8th grade curriculum. The curriculum focuses on basic algebraic computation, linear equations, word problems and

### **Algebra 1**

**5 Credits**

**Prerequisite: Proficiency in Pre Algebra or Grade 8 Mathematics**

**Grade 9**

Algebra is a branch of mathematics that uses mathematical statements to describe relationships between variables used to describe phenomena in science, technology, business and life. Students learn to use structured thinking to create relationships between known and unknown quantities. Upon the successful completion of this course, students will be able to: perform standard operations and estimations; make decisions based on linear and nonlinear relationships; represent and analyze relationships among variable quantities to solve problems involving patterns, functions and algebraic concepts; use probability, statistics and data analysis to understand a data set; make connections between quantities and see patterns.

### **Geometry**

**5 Credits**

**Prerequisite: Proficiency in Algebra 1**

**Grade 10**

These courses continue on concepts introduced in the middle school. The course is based on the NJSLS-M state standards and applies the eight Mathematical Practices within these standards. Students explore complex geometric situations and deepen their explanations of geometric relationships through proofs which rely on formal mathematical arguments. The course makes use of their ability to exercise problem-solving skills in authentic situations. Topics include transformations, congruence, similarity, trigonometry, two- and three-dimensional figures, circles, and probability.

### **Algebra 2**

**5 Credits**

**Prerequisite: Proficiency in Algebra 1**

**Grade 11**

Algebra II is a course that extends the content of Algebra I and further explores the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections;

(3) polynomials; (4) rational fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

### **Transitional Math**

**5 Credits**

**Prerequisite: Proficiency in Algebra 1 and Geometry**

**Grade 11**

This course reviews and extends algebra and geometry concepts for students who have already taken Algebra 1 and Geometry. Transitional Algebra courses include a review of such topics as properties and operations of real numbers and complex numbers; evaluation of rational algebraic expressions and radical functions; solutions and graphs of first-degree equations and inequalities; translating word problems into equations; operations with and factoring polynomials; simple quadratics; modeling with exponential growth and decay functions; solving simple logarithmic equations; properties of plane and solid figures; coordinate geometry including lines, segments, and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios.

### **College Math**

**5 Credits**

**Prerequisite: Proficiency in Algebra and Geometry**

**Grade 12**

This course reviews concepts students may have misunderstood in Transitional Math or Algebra 2. It introduces students to college level work, reviewing functions, rational expressions, radical expressions and equations. The course incorporates projects and traditional math practices.

### **Pre-Calculus**

**5 Credits**

**Prerequisite: Proficiency in Algebra 2**

**Grade 11/12**

This course continues on the exploration functions algebraically and graphically. Students use real-life problems to extend their understanding of topics. Topics include polynomial and rational functions, exponential and logs. Trigonometric functions, analytic trigonometry, linear systems and matrices, sequences, series and probability and topics in analytic geometry.

### **AB Calculus AP**

**6 Credits**

**Prerequisite: Proficiency in Precalculus**

**Grade 11/12**

This college level course on differential and integral calculus encompasses the study of elementary functions, limits, the derivative and its applications, antiderivatives, integration, slope fields, and applications of the integral.

## **SCIENCE COURSES**

### **Bilingual Integrated Science**

**5 Credits**

**Prerequisite: ELL Required**

**Grade 9**

Integrated Science is a course where the big ideas in earth, life and physical science will be explored through experiential learning, project based units and scientific inquiry. The primary goal of Integrated Science is to provide English Language Learners with the opportunity to build communicative competence with the English language while attaining scientific awareness. Content areas to be explored the nature of matter and its transformation, plate tectonics, climate, as well as origin of Earth, evolution of Earth's systems, cells and biological evolution

### **Biology**

**5 Credits**

**Prerequisite: Required**

**Grade 9**

This course introduces the principles and concepts of biology. Emphasis is on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate an understanding of life at the molecular and cellular levels. Laboratory exercises reinforce lecture topics and include microscope techniques.

### **Biology Honors**

**5 Credits**

#### **Prerequisite:**

**Grade 9**

Honors Biology covers topics typically covered in a high school biology course and prepares students for Advanced Placement Biology. Students study the structures, functions, and processes of living organisms and their interactions with the environment. Major themes include cell structure and specialization, energy and chemistry of life, genetics and evolution, diversity of life, plant systems, and ecology. Students learn complex biological concepts through interactive web-based lectures and applications, and knowledge is assessed through quizzes, tests, and projects.

### **Biology AP**

**5 Credits**

#### **Prerequisite: Chemistry, Biology and Physics**

**Grade 12**

AP Biology is a year-long course that covers college-level introductory biology topics in molecular and cellular biology; anatomy, physiology, and diversity of plants, animals, and microbes; and ecology and evolution. An emphasis is placed on the themes that unify biology, including regulation of biological processes, energy transfer, continuity and change, evolution, the relationship between structure and function, emergent properties, interdependence in nature, the scientific process, and the relevance of biology in our everyday lives. Students learn useful biological techniques, gain the ability to design scientific experiments, effectively communicate results, and strengthen their knowledge of material presented in lecture. This course prepares students for the AP Biology exam.

### **Chemistry**

**5 Credits**

#### **Prerequisite: Biology**

**Grade 10**

This course encompasses the quantitative and qualitative study of matter and its changes. Students will develop critical thinking skills through a combination of authentic laboratory experiences, problem solving, data collection, and strategic thinking. Students will learn how to utilize technology to analyze and present data.

### **Chemistry in the Community**

**5 Credits**

#### **Prerequisite: Biology**

**Grade 10**

Chemistry in the community is a yearlong course built around societal issues as they relate to chemistry. Each unit is laboratory oriented and helps students to develop the skills necessary for problem solving, such as the ability to identify problems, to consider and evaluate possible alternative solutions, to weigh their risks and benefits, to separate fact from opinion, to verify information and evaluate their worth and objectivity of sources, to interpret quantitative information such as tables, charts, and graphs, and to formulate and reach decisions logically. This course will help the student relate chemical knowledge to the problems and issues of modern society. Laboratory experiments are performed regularly.

### **Chemistry Honors**

**5 Credits**

#### **Prerequisite: Biology**

**Grade 10**

The curriculum includes more abstract concepts such as the components of matter, stoichiometry of formulas and equations, gases and kinetic-molecular theory, thermochemistry, electronic configurations and chemical periodicity and models of chemical bonding. Students investigate chemistry concepts through experience in laboratories and work using the processes of inquiry.

### **Physics**

**5 Credits**

**Prerequisite: Algebra 1**

**Grade 11-12**

This course concentrates on the core topics of kinematics, mechanics, momentum, electricity and magnetism. Secondary topics in the course include simple harmonic motion, waves, light, and the Bohr model of the hydrogen atom. The topics, and the order of presentation in this course, are geared towards reinforcing skills in algebra, while requiring no trigonometry. Course requires simple algebraic skills to understand complex, physical concepts. These concepts will be reinforced by engaging students in hands-on and online-simulated laboratories.

### **Physics 1 AP**

**5 Credits**

**Prerequisite: Algebra II**

**Grade 11-12**

The College Board provides this description: AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

### **Principles of Physical Science**

**5 Credits**

**Prerequisite: None**

**Grade 9**

This laboratory-based course will provide students with a fundamental understanding of the physical sciences with special attention to student needs. The physical sciences are a combination of two branches of science - chemistry and physics. The course includes concepts such as: data display and analysis, measurement (mass & volume), density, states of matter, conservation of mass and solubility as well as mass vs. weight, motion and forces, kinetic and potential energy and simple machines. These concepts will be investigated through laboratory exercises designed to promote and develop skills in scientific inquiry. Please note that the topics of study may be adjusted by the teacher at any time in order to accommodate student learning.

### **Human Biology**

**5 Credits**

**Prerequisite: Biology, Chemistry**

**Grade 11-12**

All organ systems are studied from a biochemical level to an organ system level with analysis of histological samples being a component of the study of all organ systems. The work in this course will exceed all previous expectations and be consistent with college level work.

### **Zoology**

**2.5 Credits**

**Prerequisite: Biology, Chemistry**

**Grade 11-12**

This half-year course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla leading to a unifying

evolutionary connection between organisms. Upon completion, students should be able to demonstrate comprehension of animal form and function, including comparative systems of selected groups. Laboratory exercises include observations of preserved specimens and dissections to reinforce topics discussed in lecture.

### **Forensics**

**2.5 Credits**

**Prerequisite: Biology, Chemistry**

**Grade 11-12**

Forensic science is a half-year laboratory-based science class designed for students who are interested in forensic science. The purpose of this course is for students to gain experience in the major investigative techniques currently used by forensic scientists and crime scene investigators, and to develop an understanding of the scientific concepts which serve as the basis for these techniques. Students will learn to interpret quantitative information such as tables, charts, and graphs, and to formulate and reach decisions logically. Deducing fact from evidence and applying investigative techniques that call on chemistry, physics and biology will be required.

### **Career and Technology Courses:**

#### **3D Design**

Half Year long course in Industrial Design introducing students to Computer Aided Design, "CAD". Together we work on, basic visual shapes, new file types, team projects, and basic architecture. We utilize Computer Aided Design software and freehand drawings to develop 3D Design representation and foster innovation. 3D Design of structure and materials are covered. Team and individual problem solving is emphasized. Advanced design concepts are explored; including movable parts, 3D printing, and critical thinking.

#### **S.T.E.A.M LAB**

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century!

#### **Web Design and Coding**

Computer Applications is a course designed to provide the student with instruction in computer software concepts. This course will include the study of the HTML and the Visual Studio programming languages. Computer Applications is designed to provide students with critical thinking and computer simulation activities that will help develop their ability to solve problems. Additional concepts and applications dealing with databases, spreadsheets, business presentation software and Web page design will be included in the course.

#### **Computer Principles AP**

The College Board defines this course as: AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world. Extensive coding and design are emphasized in this course.

#### **Technology and Design**

Industrial Arts is an integral part of a student's education. Through this viable course, students are challenged to use their skills, both mentally and physically, to create and construct a useful project made from wood. Students will be put into a Wood Shop where they will deal with practical and thought-provoking situations. The practical aspect deals with the various species of wood and related material. They will also be challenged to use and master the tools solving, reading, math, and critical thinking. Projects will not just evolve. Planning designing and construction must take place before a sense of accomplishment is felt. Students learn to think, create and become better consumers and understand the techniques involved in our highly technical society.

### **Advanced Technology and Design**

As our society has entered the new millennium, we are deprived of true craftsmen; people who can take raw materials, tools, intelligence, creativity, knowledge, and create a masterpiece. Throughout this process the creator endures many adventures of learning. Whether you choose woodworking as a hobby or a career, the elements learned from woodworking can be applied to other fields and activities that take part in everyday life. This is a half year double period class. The class is project based with few written assignments. There are Safety Quizzes on all major power tools which should be refresher information to reinforce the importance of safety!

### **Finance**

#### **College and Career Exploration**

**2.5 Credits**

**Prerequisite: None**

**Grade 9**

College and Career Exploration provides freshmen an opportunity to identify a goal and to explore the costs, requirements and path to achieving that goal, whether it a prestigious college or career in mechanics. Students research, participate in surveys and become familiar with the tools that will help them through their high school career and beyond.

#### **Financial Literacy**

**5 Credits**

**Prerequisite: Required**

**Grade 10**

Financial Literacy introduces students to the world of business and prepares them for the economic roles of consumer, worker and citizen. A goal of the course is to provide students the intellectual tools needed to make wise financial decisions. In order to use these tools, students will take an analytical approach to most if not all consumer situations. This course will also serve as a background for other, more detailed business courses, such as accounting, marketing, and business law, as well as preparation for future employment. Students will learn ways to protect themselves from predatory business practices as they will be given a broad overview of the skills needed to write a business plan and open their own business.

#### **Accounting**

**5 Credits**

**Prerequisite: Successful Completion of Algebra I**

**Grades 11-12**

This course is designed to bring the real world of accounting into the classroom. You will have the opportunity to use real-world accounting, real-world source documents, Real world financial statements and real-world multimedia. The prime objective of this course is to introduce students to the double-entry system of Accounting for a sole proprietorship, corporate, and partnership forms of business enterprises by using real-world applications and connections. Other important objectives include the following: ↯ To help students develop personal and

professional skills for school and work. → To help students understand the relationship between the manual system of Accounting and a computerized system.

### **Fashion Design**

**2.5 Credits**

**Prerequisite: Completion of Marketing I**

**Grades 11-12**

Fashion Merchandising is a ½ year course that will provide knowledge and skills in the field of merchandising, including marketing, sales, advertising, communication, and leadership development related to the field of Fashion Merchandising. Students in this course will gain a working knowledge of textiles, marketing, selling visual merchandising and career opportunities. Students will participate in individual and group activities. Students will be able to understand and demonstrate the fundamentals of merchandising in the fashion industry, identify creators of fashion and fashion products, understand textiles and production, understand and demonstrate the concepts and vocabulary essential to marketing and understand and describe the importance of media related to advertising in the Fashion industry.

### **Advertising**

**2.5 Credits**

**Prerequisite: Completion of Marketing I**

**Grades 11-12**

Advertising is a ½ year long course that covers the concepts of advertising, planning strategies, communication skills, and professional development. Course content includes budget development, media selection, design, and preparation of ads for various media. Students will be engaged through a combination of hands-on activities, lecture, group projects and oral presentations. Students will be able to understand and apply advertising concepts, understand and develop advertising campaigns, understand and apply different media strategies and acquire pertinent 21st century presentation skills.

### **Sports and Entertainment Marketing**

**5 Credits**

**Prerequisite: Completion of Marketing I**

**Grades 11-12**

The goal of the course is to give the students a well rounded knowledge of marketing as it applies to the sports and entertainment industries. Students will discuss and apply a wide range of topics in an effort to forge a passion for and a desire to work in the sports and entertainment business industries.

### **Health, Safety and Physical Education:**

#### **Wellness**

**1.25 Credits**

**Prerequisite: Required**

**Grade 9**

This class addresses everything from growth and development to self-esteem, from gender roles and stereotypes to understanding the influences of social media in today's society. Students will learn about how to resist peer pressure, sexual orientation, gender identity, alcohol, narcotics, tobacco, nutrition, Sexually transmitted diseases and depression. This course meets everyday and is a quarterly course worth 1.25 credits all students are required to pass health each year as a graduation requirement.

#### **Driver Education**

**1.25 Credits**

**Prerequisite: Required**

**Grade 10**

This Course introduces students to become safe members of the driving community. Students are asked to read, view programs, and be involved in class discussions in an effort to prepare them to learn to drive defensively. Other topics which are mandated and addressed are dating

violence and organ donation education. At the conclusion of the course, the NJ MVC driver examination is given. Passing the test with an 80 or above will exempt students from having to take this written test again. At age 16 students may choose to taking driving lessons and obtain a Special learner's permit. This course meets everyday quarterly worth 1.25 credits all students are required to pass health each year as a graduation requirement.

### **First Aid and Safety**

**1.25 Credits**

#### **Prerequisite: Required**

**Grade 11**

This class features the American Red Cross program. This is a comprehensive approach to basic first Aid and safety situations. Topics include simple cuts, lacerations, broken bones, burns, head injuries, heat and cold emergencies , heart attacks, strokes. Dating violence is addressed, preparing students to have the ability to identify emergencies and have the skills to help themselves or someone else until professional help arrives is the primary goal of the course, as well as how to use an AED in emergencies. This course meets everyday and is quarterly course worth 1.25 credits all students are required to pass health each year as a graduation requirement.

### **Health 12 Family Living**

**1.25 Credits**

#### **Prerequisite: Required**

**Grades 12**

This class involves learning about many types of families. How various issues affect families, both mentally and physically. Examples of other related topics are financial planning, various life altering issues, identifying and preventing domestic violence, preparing for the prom, stress management, eating disorders and teenage suicide. This course meets everyday and is a quarterly class worth 1.25 credits all students are required to pass health each year as a graduation requirement

### **Physical Education**

**3.75 Credits**

#### **Prerequisite: Required**

**Grades 9-12**

The Goal of the Physical Education program is to promote student wellness, encourage the acquisition of skills, knowledge of lifelong recreational sports , sportsmanship, responsibility and to encourage regular physical activity. Grades are determined by preparedness, effort, behavior and participation. Activities include Basketball, football, soccer, softball, kickball, tennis, track. Volleyball,weight training, physical fitness components, ultimate Frisbee, and spike ball. Students are required to pass PE each year as a graduation requirement. PE classes meet 3 marking periods and students receive 3.75 credits.

### **Performing Arts:**

#### **Introduction to Music**

**2.5 CREDITS**

#### **Prerequisite: None**

**Grades 9-12**

Is a music elective for students who enjoy singing and learning the everyday aspects of music. Music is a general melody of sounds that unify the mind and soul, not even language differences can stop music from reaching out to her selected audience. Even before recorded history, people created music, whether through drumming, singing or chanting. Some of our strongest emotions may be brought on by listening to a piece of music. In this modern age, we hear music around us almost all of our waking hours, in one form or another: radio, television or film music and our personal music.



**Vocal Music****5 Credits****Prerequisite: None****Grades 9-12**

High school concert choir is a music elective for students who enjoy singing and desire to study a wide variety of styles from the earliest written vocal music to that of the twenty first century. Repertoire includes classical vocal masterworks, as well as that of Broadway, jazz, rock, folk, and multi-cultural works. The concert Choir performs at least two concerts annually. Students may also participate in competitions, festivals, and arts related field trips. Select members may also choose to audition for festival choirs on the county and state level with the approval of their instructor.

**Ensemble****5 Credits****Prerequisite: Audition****Grades 9-12**

The ensemble class is the touring choir of CPHS. The students must have basic sight-singing ability and vocal production technique. The prerequisite is chorus class. Ensemble performs at many concerts, festivals, and community events throughout the year and all are mandatory. Repertoire consists of Renaissance through contemporary choral pieces. Students study and practice singing, reflecting the written dynamic markings of the piece. Students experience musical selections that highlight expressive singing as well as various keys and tempos. Students widen their understanding of diverse musical repertoire. At home practice is expected.

**Music Technology****5 Credits****Prerequisite: Intro to Music****Grades 10-12**

Music Technology is a course that exposes students to software applications and audio production concepts that can be a foundation for a number of multimedia, audio and music careers. Students will learn about the MIDI (Musical Instrument Digital Interface), which is the language of digital audio and digital music. They will become skilled in pro audio and sequencing applications such as Pro Tools, Mixcraft, ACID Pro, Sound Forge, and other Digital Audio Workstations (DAW's) that are used in the professional world. Music Technology takes place in the brand new Music Tech. Lab at the high school. This is a full-year course and its prerequisite is Introduction to Music, Vocal Music, or Band.

**BAND****5 Credits****Prerequisite: None****Grades 9-12**

High school band is a large instrumental ensemble which performs at the winter and spring concerts each year. Band class is available to all woodwind, brass, string and percussion instruments. Although used occasionally, piano, guitar, and drum set are not instruments full time in the band, so students who play those instruments will need to learn a secondary instrument in order to be in the class. All students enrolled in band class are required to be part of the marching band/color guard. This group requires additional rehearsals and performances throughout the football season. All members are expected to attend summer band camp in August. Participation in band does not hinder students from participating in other fall sports. Students in band will also have the opportunity to take part in jazz band, chamber ensembles and pit orchestra among other musical opportunities. This is a full year course worth 5 credits.

## FULL LIST OF COURSES

<b>Business Education Core</b>	<b>Grades</b>	<b>Credits</b>
Financial Literacy	10	2.5
<b>Business Education Electives</b>	<b>Grades</b>	<b>Credits</b>
Intro to Business	10	2.5
College & Career Exploration	9	2.5
Accounting	11,12	5
Marketing 1	11,12	5
Sports & Entertainment Marketing	11,12	5
Investments	11,12	5
Entrepreneurship	11,12	5
<b>English Language Core Sequence</b>	<b>Grades</b>	<b>Credits</b>
English 1	9	5
English 1 Honors	9	5
English 2	10	5
English 2 Honors	10	5
English 3	11	5
*English 3H: Composition 1	11	2.5
*English 3H: Intro to the Short Story	11	2.5
English 4	12	5
*English 4H: Composition 1	12	2.5
*English 4H: Latin Amer Lit	12	2.5
AP Literature	12	5
<b>ELA Electives</b>	<b>Grades</b>	<b>Credits</b>
Academic Writing & Research	9	2.5
*Intro to Theatre	11,12	2.5
*Memoir/Creative Writing Non-Fiction	11,12	2.5
<b>ELL Courses</b>	<b>Grades</b>	<b>Credits</b>
Beginning ELL	9,10,11,12	10
Intermediate ELL	9,10,11,12	10
Advanced ELL	9,10,11,12	10
Literature for Young Adults	9,10,11,12	5
<b>Career &amp; Technical Education</b>	<b>Grades</b>	<b>Credits</b>
Nutrition & Culinary Arts	10,11,12	5
*Adv Nutrition & Culinary Arts 1	11,12	5
*Adv Nutrition & Culinary Arts 2	11,12	5

Chemistry H	10	6
Physics	11	5
Physics H	11	6
<b>Science Electives</b>	<b>Grades</b>	<b>Credits</b>
AP Biology	12	6
Advanced Chemistry	11,12	6
AP Physics 11	11	6
*The Human Body	11,12	5
Forensics	11,12	2.5
Zoology/Animal Behavior	11,12	2.5
*Environmental Science	12	5
<b>Mathematics Core Sequence</b>	<b>Grades</b>	<b>Credits</b>
Pre-Algebra	9	5
Sheltered Pre-Algebra	9	5
Algebra 1	9,10	5
Algebra 1 H	9	5
Sheltered Algebra 1	9	5
Geometry	10,11	5
Geometry H	10	5
Sheltered Geometry	10	5
Transitional Math	11	5
Algebra 2	9,10,11,12	5
Algebra 2 H	9,10,11,12	5
<b>Mathematics Electives</b>	<b>Grades</b>	<b>Credits</b>
College Math	12	5
*Pre-Calculus 12H	12	5
*Pre-Calculus 11H	11	5
Calculus	12	5
AP Calculus AB	12	5
Statistics	11,12	5
Web Design & Coding	11,12	5
Computer Programming Languages	11,12	5
AP Computer Science	11,12	5
<b>Social Studies Core Sequence</b>	<b>Grades</b>	<b>Credits</b>
Sheltered Social Studies	9	5

Technology & Design Process	9,10,11,12	2.5
Adv Tech & Design Process 1	10,11,12	10
Adv Tech & Design Process 2	11,12	10
3D Design	9,10,11,12	2.5
S.T.E.A.M. Lab 1	10,11,12	5
S.T.E.A.M. Lab 2	11,12	5
Video News Production	10,11,12	5
<b>Science Core Sequence</b>	<b>Grades</b>	<b>Credits</b>
Sheltered General Science	9	5
Sheltered Biology	9	5
Biology	9	5
Biology H	9	5
Biology H Pre-AP 11	11	5
Sheltered Chemistry	10	5
Chemistry	10	5
<b>Social Studies Electives</b>	<b>Grades</b>	<b>Credits</b>
AP Psychology	12	5
Psychology	11,12	5
*Digital Photography	10,11,12	5
Filmmaking	10,11,12	5
All Adobe	10,11,12	5
<b>Special Education</b>	<b>Grades</b>	<b>Credits</b>
English 1	9	5
English 2	10	5
English 3	11	5
English 4	12	5
Seminar	9,10,11,12	5
Modern World History	9	5
U.S. History 1	10	5
U.S. History 2	11	5
Pre-Algebra	9	5
Algebra 1	9,10	5
Geometry	10,11	5
Advanced Principles of Algebra	11,12	5
Biology Seminar	9,10,11,12	5
Chemistry of the Community	9,10,11,12	5
Principles of Physical Science	9,10,11,12	5
Language Arts	9,10,11,12	5

Sheltered Modern World History	9	5
<b>Social Studies Core Sequence</b>	<b>Grades</b>	<b>Credits</b>
Modern World History	9	5
Modern World History H	9	5
Sheltered U.S. History 1	10	5
U.S. History 1	10	5
U.S. History 1 H	10	5
U. S. History 2	11	5
AP U.S. History 2	11	5
<b>Social Studies Electives</b>	<b>Grades</b>	<b>Credits</b>
Contemporary U.S. History	11,12	2.5
*Geonicide & Tolerance	11,12	2.5
Sports in the 21st Century	11,12	2.5
Latin & Caribbean Studies	11,12	2.5
AP U.S. Government & Politics	12	5
*Spanish 3	10,11,12	5
*Spanish 3 H	10,11,12	5
Spanish 4 H	11,12	5
AP Spanish Language & Culture	11,12	5
Italian 1	9,10,11,12	5
Italian 2	10,11,12	5
*Italian 3	11,12	5
*Italian 4	12	5
French 1	9,10,11,12	5
French 2	10,11,12	5
*French 3	11,12	5
French 4	12	5
<b>Physical Education Core Sequence</b>	<b>Grades</b>	<b>Credits</b>
Physical Education 9	9	3.75
Health 9	9	1.25
Physical Education 10	10	3.75
Drivers Education	10	1.25
Physical Education 11	11	3.75
First Aid & Safety	11	1.25
Physical Education 12	12	3.75
Health 12	12	1.25
Adaptive PE, Health, & Safety	9,10,11,12	5

