

**GLEN ROCK BOARD OF EDUCATION**

**HIGH SCHOOL/MIDDLE SCHOOL CAFETERIA**

**January 4, 2021 – 7:00 PM**

**- REORGANIZATION/REGULAR MEETING AGENDA -**

**I. ROLL CALL**

	Dr. Brennan	Dr. Pucci-Bender	Ms. Rundell	Ms Scarpelli	Mr. Scherer	Mr. Torsiello
<b>PRESENT</b>						
<b>ABSENT</b>						

**II. FLAG SALUTE**

**ADEQUATE NOTICE OF MEETING**

In accordance with P.L. 1975 Chapter 231, notice of tonight's meeting was mailed to The Record and The Ridgewood News on December 22, 2020. Notice of this meeting was also mailed to the Borough Clerk and was posted on the bulletin board of the Board of Education Office in the Administration Building on the same date. Copies of the procedures in effect for Regular Board Meetings are available for the public at tonight's meeting.

**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.

**STATEMENT TO THE PUBLIC**

Often times it may appear to members of our audience that the Board of Education takes action with very little comment and in many cases by unanimous vote. Before a matter is placed on the agenda at a public meeting, the administration has thoroughly reviewed the matter with the Superintendent of Schools. If the Superintendent of Schools is satisfied and Board of Education President concurs that the matter is ready to be presented to the Board of Education, it is then placed on the agenda at the next Board of Education meeting. The members of the Board work with the administration and the Superintendent of Schools to assure that they fully understand the matter. After the Committee of the Whole approves the matter, it is placed on the agenda for action at a public meeting. In rare instances, matters are presented to the Board of Education for discussion at the same meeting that final action may be taken.

**III. ORGANIZATION OF BOARD OF EDUCATION – Michael Rinderknecht**

**R1. RESULTS OF ANNUAL SCHOOL ELECTION, November 3, 2020 as certified by the Bergen County Board of Elections:**

Board Candidates Results  
Three Three-Year Terms

	Grand Total Votes Cast
Rona McNabola	4,811
Edmund Hayward	4,582
Damali Robinson	4,021

**R2. OATH OF OFFICE - NEWLY ELECTED MEMBERS - Mr. Michael Rinderknecht**  
Ms. McNabola, Mr. Hayward and Dr. Robinson were elected to full three-year terms.

They will now take the oath of office as Board of Education members, and repeat the oath after me:

I do solemnly swear that I will support the Constitution of the United States and the Constitution of the State of New Jersey, and that I will bear true faith and allegiance to the same and to the Governments established in the United States and this State, under the authority of the people. (So help me God.)\*

I do solemnly swear that I possess the qualifications prescribed by law for the office of member of a Board of Education and that I will faithfully, impartially and justly perform all the duties of that office according to the best of my ability. (So help me God.)\*

\*(No individual shall be required to swear or affirm that part of the oath which states, "So help me God.")

**ROLL CALL - Michael Rinderknecht, President pro-tem**

**AT THIS POINT, MS. MCNABOLA, MR. HAYWARD AND DR. ROBINSON WILL BE ENTERED ON THE ROLL CALL AS PRESENT AND WILL BE ELIGIBLE TO VOTE ON ALL ITEMS ON THE AGENDA.**

**R3. NOMINATION FOR PRESIDENT**

**As President pro-tem, I state that nominations are now in order for the position of President of the Glen Rock Board of Education.**

**Mr. Rinderknecht calls for nomination for President**



\_\_\_\_\_ has received a majority of the votes and is hereby declared to be duly elected as Vice President of the Glen Rock Board of Education.

**REORGANIZATION RESOLUTIONS**

**Motion made by \_\_\_\_\_ Seconded by \_\_\_\_\_** to approve Resolutions R5 through R23 as listed below.

**ROLL CALL VOTE**

	Dr. Brennan	Mr. Hayward	Ms. McNabola	Dr. Pucci-Bender	Dr. Robinson	Ms. Rundell	Ms. Scarpelli	Mr. Scherer	Mr. Torsiello
<b>YES</b>									
<b>NO</b>									
<b>ABSENT</b>									
<b>ABSTAIN</b>									

- R5.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, approves the following 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.)*

**R6. ADOPTION OF NEW JERSEY SCHOOL BOARD MEMBER CODE OF ETHICS**

Be it resolved that the following Code of Ethics for New Jersey School Board Members, as promulgated by the New Jersey School Boards Association, be adopted and included in the by-laws of the Board of Education:

- A. I will uphold and enforce all laws, rules and regulations of the State Board of Education, and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.
- B. I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools that meet the individual needs of all children regardless of their ability, race, creed, sex or social standing.
- C. I will confine my board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.

- D. I will carry out my responsibility, not to administer the schools, but, together with my fellow board members, to see that they are well run.
- E. I will recognize that authority rests with the board of education and will make no personal promises nor take any private action that may compromise the board.
- F. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.
- G. I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools. In all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its school.
- H. I will vote to appoint the best qualified personnel available after consideration of the recommendation of the chief administrative officer.
- I. I will support and protect school personnel in proper performance of their duties.
- J. I will refer all complaints to the chief administrative officer and will act on the complaints at public meetings only after failure of an administrative solution.

**R7.** Be it resolved that the Board, upon recommendation of the School Business Administrator/ Board Secretary approves an annual maximum reimbursement amount for Board Trustees for the purposes of Regular Business Travel for the 2021 calendar year:

<b>Name</b>	<b>Position</b>	<b>Annual Maximum Amount</b>
Kevin Brennan	Board Trustee	\$500.
Edmund Hayward	Board Trustee	\$500.
Rona McNabola	Board Trustee	\$500.
Angela Pucci-Bender	Board Trustee	\$500.
Damali Robinson	Board Trustee	\$500.
Sinead Rundell	Board Trustee	\$500.
Sharon Scarpelli	Board Trustee	\$500.
Robert Scherer	Board Trustee	\$500.
Bryon Torsiello	Board Trustee	\$500.

**R8. ADOPTION OF THE 2021 CALENDAR OF BOARD OF EDUCATION MEETINGS**

Be it resolved that the Regular Meeting nights of the Board of Education be the last Monday of each month, except as listed, the Committee of the Whole meeting nights be the second Monday of each month, except as listed, and that meetings begin at 6:30 PM in

the High School/Middle School Cafeteria or at such other location as specified by the Board of Education for the purposes of recessing to Closed Work Session. The Regular/Committee of the Whole Board Meeting will reconvene at 7:30 PM.

Be it further resolved that the proposed 2021 Board of Education meeting calendar, be approved and that mandated advertisements, postings of the calendar, or later adjustments be carried out in accordance with P.L. 1975 Chapter 231. (Attached as Appendix A)

**R9. DESIGNATION OF OFFICIAL BOARD OF EDUCATION NEWSPAPERS**

Be it resolved the Board designated The Record and The Ridgewood News as official newspapers of the Glen Rock Board of Education for bid advertisements;

Be it further resolved that the Board Secretary/School Business Administrator is authorized to advertise for bids and other legal advertisements.

**R10. SELECTION OF DEPOSITORIES**

Be it resolved the Board approves the following depositories for the deposit of Glen Rock Board of Education funds, subject to withdrawal by proper officers, as approved by the Board:

Bank of America  
The State of New Jersey Cash Management Fund

**R11. AUTHORIZED SIGNATURES FOR BANK ACCOUNTS**

Be it resolved the Board approves, upon recommendation of the Chief School Administrator, the authorized signatories for Bank Accounts as listed below.

<b>Account Name</b>	<b>Signatures</b>	<b>Authorized Signatures</b>
Custodian of Funds	3	M. Rinderknecht, A. Kelly, Board President
Capital Projects	3	M. Rinderknecht, A. Kelly, Board President
Payroll	1	A. Kelly, M. Rinderknecht
Payroll Agency	2	A. Kelly, M. Rinderknecht
Cafeteria	2	M. Rinderknecht, D. Shilitz, B. Charleston
Student Activities-MS/HS	2	M. Rinderknecht, D. Shilitz, B. Charleston
Athletics	2	M. Rinderknecht, D. Shilitz, B. Charleston
Student Activities-Elementary	2	M. Rinderknecht, D. Shilitz, B. Charleston
Community School-General	2	M. Rinderknecht, D. Shilitz
Community School-Trip	2	M. Rinderknecht, D. Shilitz

Petty Cash	1	M. Rinderknecht, D.Shilitz
N.J. Unemployment	1	M. Rinderknecht, D.Shilitz
Taylor Scholarship	2	M. Rinderknecht, D.Shilitz
Brock Wade Fund	2	M. Rinderknecht, D.Shilitz
Winifred Whitehouse Bender Music Scholarship	2	M. Rinderknecht, D.Shilitz

**R12. OPERATING EXPENSES AUTHORIZATION**

Be it resolved the Board authorizes the School Business Administrator and the Superintendent to issue payments for certain recurring operating expenses/necessary transfers of funds prior to the approval of the Board and have these payments ratified at the subsequent board meeting.

**R13. TAX SHELTER ANNUITY COMPANIES**

Be it resolved the Board, upon recommendation of the Chief School Administrator, approves the following tax shelter annuity companies:

AXA Equitable  
Lincoln Investment Planning, Inc.  
Oppenheimer Funds  
Variable Annuity Life Insurance Company  
The Vanguard Group

**R14. PROFESSIONAL SERVICES**

Be it resolved the Board, upon recommendation of the School Business Administrator/ Board Secretary approves the following resolution:

Whereas, there exists a need for legal services,

Whereas, there are funds available for these purposes, and

Whereas, the Local Public Contracts Law N.J.S.A. 40A:11-1 et. seq. requires that the resolution authorizing the award of contracts for “Professional Services” without competitive bids must be publicly advertised.

Now, therefore, be it resolved by the Glen Rock Board of Education as follows:

- Fogarty and Hara, Esqs. be appointed to provide legal services;

This appointment is made without competitive bidding as “Professional Services” under the provisions of N.J.S.A 40:11-1 et seq. because such services are recognized professions licensed and regulated by law not allowing for competitive bids.

Be it further resolved that a brief notice of this action shall be printed once in The Record or The Ridgewood News as required by law, within ten (10) days of its passage, stating its nature, duration, service and amount and that the resolution and contract are on file in the office of the Board of Education in the following form:

**Notice of Award of Professional Services**

*At its Reorganization Meeting of January 4, 2021, the Glen Rock Board of Education authorized the awarding of a contract to:*

*Fogarty & Hara, Esqs., Fair Lawn, NJ, to provide legal services to the district at the following hourly rates of \$175. per hour (partner) and \$155. per hour (associate).*

*This resolution and contracts are on file and available for public inspection at the Board of Education's Offices located at 620 Harristown Road, Glen Rock, New Jersey.*

**R15. PROFESSIONAL SERVICES**

Be it resolved the Board, upon recommendation of the School Business Administrator/ Board Secretary reaffirms the following resolution approved at the May 26, 2020 Regular Board Meeting:

Whereas, there exists a need for auditing, and,

Whereas, there are funds available for this purpose, and

Whereas, the Local Public Contracts Law N.J.S.A. 40A:11-1 et. seq. requires that the resolution authorizing the award of contracts for “Professional Services” without competitive bids must be publicly advertised.

Now, therefore, be it resolved by the Glen Rock Board of Education as follows:

- Lerch, Vinci & Higgins, be appointed to provide auditing and accounting services

This appointment is made without competitive bidding as “Professional Services” under the provisions of N.J.S.A 40:11-1 et seq. because such service is a recognized profession licensed and regulated by law not allowing for competitive bids.



Be it further resolved that a brief notice of this action shall be printed once in The Record or The Ridgewood News as required by law, within ten (10) days of its passage, stating its nature, duration, service and amount and that the resolution and contract are on file in the office of the Board of Education in the following form:

**Notice of Award of Professional Services**

*At its Reorganization Meeting of January 4, 2021, the Glen Rock Board of Education reaffirmed the awarding of a contract to:*

*Lerch, Vinci & Higgins, Fair Lawn, NJ to provide auditing services to the district at a rate not to exceed \$33,800. Any additional auditing and accounting services to be billed in accordance with billing rates as set forth in the proposal.*

*This resolution and contract are on file and available for public inspection at the Board of Education's Offices located at 620 Harristown Road, Glen Rock, New Jersey.*

**R16. PROFESSIONAL SERVICES**

Be it resolved the Board, upon recommendation of the School Business Administrator/ Board Secretary approves the following resolution:

Whereas, the Glen Rock Board of Education (hereinafter referred to as the “Board”) has a need to retain the professional services of an Architect of Record pursuant to the provisions of N.J.S.A. 18A:18A-5(a)(1); and

Whereas, the Board solicited Requests for Proposals for an Architect of Record; and

Whereas, Parette Somjen Architects submitted a proposal indicating they will provide architectural services for the Glen Rock Board of Education in accordance with the Architect’s proposal; and

Whereas, the Board finds that the proposal submitted by Parette Somjen Architects is most advantageous, price and other factors considered; and

Whereas, the Business Administrator/Board Secretary has determined and certified in writing that the value of the acquisition will exceed \$17,500; and

Whereas, Parette Somjen Architects completed and submitted a Business Entity Disclosure Certification which certifies that Parette Somjen Architects has not made any reportable contributions to a political or candidate committee in the County of Bergen, Borough of Glen Rock or Glen Rock Board of Education in the previous one (1) year, and that the contract will prohibit Parette Somjen Architects from making any reportable contributions through the term of the contract.

Now, therefore, be it resolved that Parette Somjen Architects shall be appointed as Architect of Record and that a contract for such services shall be awarded for the following reasons:

1. The fee structures proposed are most advantageous to the Board, price and other factors considered.
2. Experience and resources necessary to perform the contract have been demonstrated.
3. Reputation and responsibility of professional contractor are satisfactory.

Be it further resolved that:

1. The Board hereby appoints Parette Somjen Architects as Architect of Record for the period beginning January 1, 2021 through December 31, 2021.
2. The Board hereby approves the Standard Form of Agreement between Owner and Architect, which Agreement is attached hereto and made a part hereof.
3. The Board authorizes the Board President and the Business Administrator/Board Secretary to execute the Agreement and any other documents necessary to effectuate the terms of this resolution.
4. The Board hereby authorizes the Architect to amend the Long Range Facilities Plan as necessary, to prepare plans and specifications for such projects as authorized by the Board and to submit same for approval to the governmental authorities with jurisdiction over said projects.
5. The Business Disclosure Form shall be placed on file with this resolution and a notice of award shall be published in the official newspaper of the Board.

#### **Notice of Award of Professional Services**

*At its Reorganization Meeting of January 4, 2021, the Glen Rock Board of Education authorized the awarding of a contract to:*

*Parette Somjen Architects, Rockaway, NJ, to provide architectural services to the district at the following hourly rates of ) \$167. per hour (Chief Executive Officer/President) \$167. per hour (Principal/Vice President). Any additional architectural services to be billed in accordance with billing rates as set forth in the proposal.*

*This resolution and contracts are on file and available for public inspection at the Board of Education's Offices located at 620 Harristown Road, Glen Rock, New Jersey.*

**R17. PROFESSIONAL SERVICES**

Be it resolved the Board, upon recommendation of the School Business Administrator/ Board Secretary reaffirms the following resolution approved at the May 26, 2020 Regular Board Meeting:

Whereas, there exists a need for financial services,

Whereas, there are funds available for these purposes, and

Whereas, the Local Public Contracts Law N.J.S.A. 40A:11-1 et. seq. requires that the resolution authorizing the award of contracts for "Professional Services" without competitive bids must be publicly advertised.

Now, therefore, be it resolved by the Glen Rock Board of Education as follows:

- Phoenix Advisors, LLC. be appointed to provide financial services;

This appointment is made without competitive bidding as "Professional Services" under the provisions of N.J.S.A 40:11-1 et seq. because such services are recognized professions licensed and regulated by law not allowing for competitive bids.

Be it further resolved that a brief notice of this action shall be printed once in The Record or The Ridgewood News as required by law, within ten (10) days of its passage, stating its nature, duration, service and amount and that the resolution and contract are on file in the office of the Board of Education in the following form:

**Notice of Award of Professional Services**

*At its Reorganization Meeting of January 4, 2021, the Glen Rock Board of Education reaffirmed the awarding of a contract to:*

*Phoenix Advisors, LLC, Bordentown, NJ, to provide financial services to the district at a base fee of \$1,000.*

*This resolution and contracts are on file and available for public inspection at the Board of Education's Offices located at 620 Harristown Road, Glen Rock, New Jersey.*

- R18.** Be it resolved the Board, upon recommendation of the School Business Administrator/ Board Secretary reaffirms the following resolution approved at the May 26, 2020 Regular Board Meeting:

Whereas, there exists a need for Comprehensive Environmental Services, and,

Whereas, there are funds available for these purposes, and

Whereas, the Local Public Contracts Law N.J.S.A. 40A:11-1 et. seq. requires that the resolution authorizing the award of contracts for “Professional Services” without competitive bids must be publicly advertised.

Now, therefore, be it resolved by the Glen Rock Board of Education that McCabe Environmental Services be appointed to provide environmental services.

This appointment is made without competitive bidding as “Professional Services” under the provisions of N.J.S.A 40:11-1 et seq. because such services are recognized professions licensed and regulated by law not allowing for competitive bids.

Be it further resolved that a brief notice of this action shall be printed once in The Record or The Ridgewood News as required by law, within ten (10) days of its passage, stating its nature, duration, service and amount and that the resolution and contract are on file in the office of the Board of Education in the following form:

**Notice of Award of Professional Services**

*At its Reorganization Meeting of January 4, 2021, the Glen Rock Board of Education reaffirmed the awarding of a contract to:*

*McCabe Environmental Services to provide Comprehensive Environmental Services to the district at a rate not to exceed \$20,000. Any additional services to be billed in accordance with billing rates as set forth in the proposal.*

*This resolution and contracts are on file and available for public inspection at the Board of Education’s Offices located at 620 Harristown Road, Glen Rock, New Jersey.*

- R19.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, approves the Glen Rock Public Schools Organizational Chart. (Attached as Appendix B)

- R20. APPOINTMENT OF NEW JERSEY SCHOOL BOARD ASSOCIATION LEGISLATIVE DELEGATE**

Be it resolved that the Board appoints \_\_\_\_\_ as the New Jersey School Board Association Legislative Delegate for the 2021 calendar year.

- R21.** Be it resolved that the Board, upon recommendation of the School Business Administrator/Board Secretary approves the participation in the New Jersey State Health Benefits/School Employees Health Benefits Program to provide health benefits for school district employees for calendar year 2021 at the established rates.
- R22.** Be it resolved that the Board, upon recommendation of the Chief School Administrator adopts the policies, rules and regulations of the Glen Rock Board of Education, adopted by the Board to date, be confirmed and adopted for the 2021 calendar year; and further that the Board of Education honor contracts in existence to continue in force until superseded and/or cancelled.
- R23.** Be it resolved that the Board, upon recommendation of the Chief School Administrator approves the Glen Rock High School 2021-2022 Program of Studies. (Attached as Appendix C)

**PUBLIC COMMENTS (I OF II)**

The rules for public input at board meetings are contained in Glen Rock Policy 0167 - copies are available at each meeting.

**Meeting opened to public comments at \_\_\_\_\_ PM.**

**Meeting closed to public comments at \_\_\_\_\_ PM.**

**STUDENT COUNCIL REPRESENTATIVE’S REPORT**

➤ Meg Whyte – Student Council Representative

**CHIEF SCHOOL ADMINISTRATOR’S REPORT**

**GENERAL RESOLUTIONS**

**Motion made by \_\_\_\_\_ Seconded by \_\_\_\_\_ to approve Resolutions G1 through G8 as listed below.**

	Dr. Brennan	Mr. Hayward	Ms. McNabola	Dr. Pucci-Bender	Dr. Robinson	Ms. Rundell	Ms. Scarpelli	Mr. Scherer	Mr. Torsiello
<b>YES</b>									
<b>NO</b>									
<b>ABSENT</b>									
<b>ABSTAIN</b>									

**G1.** Be it resolved that the Board, upon recommendation of the School Business Administrator/Board Secretary, approves the Minutes from the Regular and Closed Board meeting of December 14, 2020.

**G2.** Be it resolved that the Board of Education grants Susan McBride a leave of absence with pay for the 2021-2022 school year, at no cost to the district, in accordance with the terms of a sidebar agreement with the Glen Rock Education Association, dated May 28, 2019, which is hereby ratified.

**G3.** Be it resolved that the Board, upon recommendation of the Business Administrator/Board Secretary, approves the District’s participation in the Middlesex Regional Educational Services Commission (MRESC), Educational Services Commission of New Jersey (ESCNJ), National Association of State Procurement Officials (NASPO) and Western States Contracting Alliance (WSCA) for the 2021calendar year.

**G4.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, retroactively approves Invo HealthCare Associates to provide Speech Therapy services to district students as required by IEP during the 2020-2021 school year, at a cost not to exceed \$42,525.00 to be charged to account number 11.000.216.320.30.16.432.

**G5.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, approves the establishment of a new Middle School ESports Club that will allow students to connect with other ESports enthusiasts. The club will be affiliated with The Middle School ESports League and enter into online competitions.

**G6.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, approves the establishment of a new High School Inspiring Collaboration Encouraging Discussions (ICED) Club that seeks to be a mental health focused group for High School boys that will allow students to discuss experiences with mental health and overcome stressors through the use of mindfulness practices.

**G7.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, retroactively approves the 2020-2021 School Year Special Education out-of-district placements as follows:

Student	Program	Tuition	Account #
207320	Ramapo Indian Hills Board of Ed	\$34,990.00	11.000.100.562.30.16.000

**G8.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, abolishes the following position effective January 5, 2021:

- Director of Curriculum, Instruction and Staff Development

**BUSINESS RESOLUTIONS**

**Motion made by \_\_\_\_\_ Seconded by \_\_\_\_\_ to approve Resolution B1 as listed below.**

	Dr. Brennan	Mr. Hayward	Ms. McNabola	Dr. Pucci-Bender	Dr. Robinson	Ms. Rundell	Ms. Scarpelli	Mr. Scherer	Mr. Torsiello
<b>YES</b>									
<b>NO</b>									
<b>ABSENT</b>									
<b>ABSTAIN</b>									

**B1.** Be it resolved that the Board, upon recommendation of the School Business Administrator/ Board Secretary, authorizes the procurement of goods and services through the state agency for 2021 as follows:

Whereas, Title 18A:18A-10 provides that a board of education without advertising for bids, or after having rejected all bids obtained pursuant to advertising, therefore, by resolution may purchase any goods or services pursuant to a contract or contracts for such goods or services entered into State by the Division of Purchase and Property, and

Whereas, the Glen Rock School district has the need, on a timely basis to procure goods and services utilizing state contracts, and

Whereas, the Glen Rock Board of Education desires to authorize its purchasing agent for the 2021 school year to make any and all purchases necessary to meet the needs of the school district throughout the school year,

Now therefore, be it resolved, that the Glen Rock Board of Education does hereby authorize the district purchasing agent to make purchase of goods and services

entered into on behalf of the State by the Division of Purchase and Property utilizing various vendors as listed:

Vendor	State Contract Number
AT&T	80811
Dell Marketing LP (Data Comm.Equip)	88796
Dell Incorporated (Software Lic.,Etc)	89850
Hertrich Fleet Services	88759
Hewlett Packard	88130
Krueger Int'l	85297
Grainger	00566 00677
Verizon Business Network	85943
Verizon Wireless	82583
W.B. Mason Company Inc.	0000003
Xerox Corporation	40469

**PERSONNEL RESOLUTIONS**

**Motion made by \_\_\_\_\_ Seconded by \_\_\_\_\_ to approve Resolution P1 through P16 as listed below.**

	Dr. Brennan	Mr. Hayward	Ms. McNabola	Dr. Pucci-Bender	Dr. Robinson	Ms. Rundell	Ms. Scarpelli	Mr. Scherer	Mr. Torsiello
<b>YES</b>									
<b>NO</b>									
<b>ABSENT</b>									
<b>ABSTAIN</b>									

- P1.** Be it resolved that the Board, upon the recommendation of the Chief School Administrator, accepts with regret, the resignation of the following staff member for personal reasons, in accordance with the provisions of the GRBOE/GREA negotiated agreement:



Name	Position	Effective Date
Tara Leibman	Social Studies Teacher Middle School	02/12/2021 on or about

- P2.** Be it resolved that the Board, upon the recommendation of the Chief School Administrator, retroactively approves the increase of assignment as listed below:

Name	From	To	Effective Date
Christine Sattler	Teacher of Music - Middle School 0.1	Teacher of Music - Middle School 0.2	12/21/2020

- P3.** Be it resolved that the Board, upon the recommendation of the Chief School Administrator, retroactively approves the transfer of assignment as listed below:

Name	From	To	Effective Date
John Diomede	Teacher of Music - Middle School 0.1	Teacher of Music - Byrd School 0.1	12/21/2020

- P4.** Be it resolved that the Board, upon recommendation of the Chief School Administrator approves the transfer of assignment of the following certificated staff member for the 2020-2021 school year:

Name	Location	Position	Start Date	Salary	Account Number
Michael Escalante	Middle School	Acting Assistant Principal	01/11/2021	\$79,454. prorated	11.000.240.103.21.45.213

- P5.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, approves the appointment of Michael Escalante as the District HIB (Harassment, Intimidation and Bullying) Coordinator effective January 11, 2021 for the remainder of the 2020-2021 school year, at a prorated stipend of \$1,850.00 charged to account number 11.000.218.110.10.32.000.

- P6.** Be it resolved that the Board, upon the recommendation of the Chief School Administrator, approves the appointment of the following district substitute for the 2020-2021 school year:

Name	Category	Certification Status
Rachel Weiss	School Nurse	County Certification

- P7.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, retroactively approves a leave of absence for Byrd School Employee, ID #037028, as follows:

Type of Absence	From	To
EPSLA	12/21/2020	12/22/2020

- P8.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, retroactively approves a leave of absence for High School Employee, ID #038130, as follows:

Type of Absence	From	To
EPSLA	11/30/2020	12/11/2020

- P9.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, retroactively approves a leave of absence for Elementary District Employee, ID #035734, as follows:

Type of Absence	From	To
EPSLA	12/07/2020	12/10/2020

- P10.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, retroactively approves a leave of absence for Middle School Employee, ID #007986, as follows:

Type of Absence	From	To
EPSLA	12/11/2020	12/11/2020

- P11.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, retroactively approves a leave of absence for Buildings & Grounds Employee, ID #014699, as follows:

Type of Absence	From	To
EPSLA	12/04/2020	12/18/2020

- P12.** Be it resolved that the Board, upon the recommendation of the Chief School Administrator, approves the appointment of the following volunteer as advisor to the following middle school club for the 2020-2021 school year:

Club	Volunteer Advisor
ESports Club	Charles Vulcano

- P13.** Be it resolved that the Board, upon the recommendation of the Chief School Administrator, approves the appointment of the following volunteer as advisor to the following high school club for the 2020-2021 school year:

Club	Volunteer Advisor
Inspiring Collaboration Encouraging Discussions (ICED) Club	Charles Vulcano

- P14.** Be it resolved that the Board, upon the recommendation of the Chief School Administrator, retroactively approves the home instruction for Middle School student ID #214358 as required January 4, 2021 through April 4, 2021 with two hours of core subjects per week at the rate of \$40 per hour:

Home Instructor	Subject
Claire Gray	Pre-Algebra

- P15.** Be it resolved that the Board, upon the recommendation of the Chief School Administrator, approves the amended step and salary of the following initial tenure track certificated staff member for the 2020-2021 school year, pending completion of all required paperwork:

Name	School	Position	Start Date	Step (Salary)	Account Number
Chihuei Lu	High School	Mandarin Chinese Teacher	01/19/2021 on or about	MA/Step 9 \$67,504. prorated	11.140.100.101.20.05.213

- P16.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, approves the following Travel and Conferences for professional development and training purposes as specified below:

Attendee	School/ Dep't	Program	Location	Date	Cost	Account
D. Polles	Coleman	Anti-Bullying Specialist Certificate	Online Course	Self-Paced	\$500.00	11.000.223.580.12.00.000
M. Della Fortuna	District	Future Thinking for Educational Leaders	Webinar	01/06/2021	\$69.00	11.000.240.580.31.00.000
M. Giurlando	Guidance	Future Thinking for Educational Leaders	Webinar	01/06/2021	\$69.00	11.000.218.580.23.23.251
E. Thompson	Coleman	Future Thinking for Educational Leaders	Webinar	01/06/2021	\$69.00	11.000.240.580.12.44.251
S. Krapels	District	TCRWP Book Clubs in MS/HS	Webinar	01/20/2021 - 01/22/2021	\$650.00	11.000.240.580.31.00.000
V. Jaretsky	High School	TCRWP Book Clubs in MS/HS	Webinar	01/20/2021 - 01/22/2021	\$650.00	11.000.221.580.31.27.251
M. D'Alessio	Middle School	TCRWP Book Clubs in MS/HS	Webinar	01/20/2021 - 01/22/2021	\$650.00	11.000.221.580.31.27.251

**NOTE: Conference/Workshop reimbursements are estimated costs. Actual reimbursements to be made in accord with Board Policy, N.J.S.A. 18A:11-12 and the State's regulations regarding travel covered under Circular Letter 08-13-OMB and any subsequent Circular Letters which may be issued by the State Office of Management and Budget. The costs for applicable substitute teachers will be in addition to travel costs.**

**OLD BUSINESS**

**NEW BUSINESS**

➤ Next Meeting Date: January 25, 2021

**PUBLIC COMMENTS (II OF II)**

Meeting opened to public comments at \_\_\_\_\_ PM.

Meeting closed to public comments at \_\_\_\_\_ PM.



# APPENDIX

## A

## 2021 Glen Rock Board of Education Meeting Dates

Monday, January 4, 2021 - Reorganization

Monday, January 25, 2021

Monday, February 08, 2021

Monday, February 22, 2021

Monday, March 08, 2021

Monday, March 22, 2021

Monday, April 12, 2021

Monday, April 26, 2021

Monday, May 10, 2021

Monday, May 24, 2021

Monday, June 14, 2021

Monday, June 28, 2021

Monday, August 23, 2021

Monday, September 13, 2021

Monday, September 27, 2021

Monday, October 11, 2021

Monday, October 25, 2021

Monday, November 15, 2021

Monday, December 13, 2021

Monday, January 3, 2022 - Reorganization

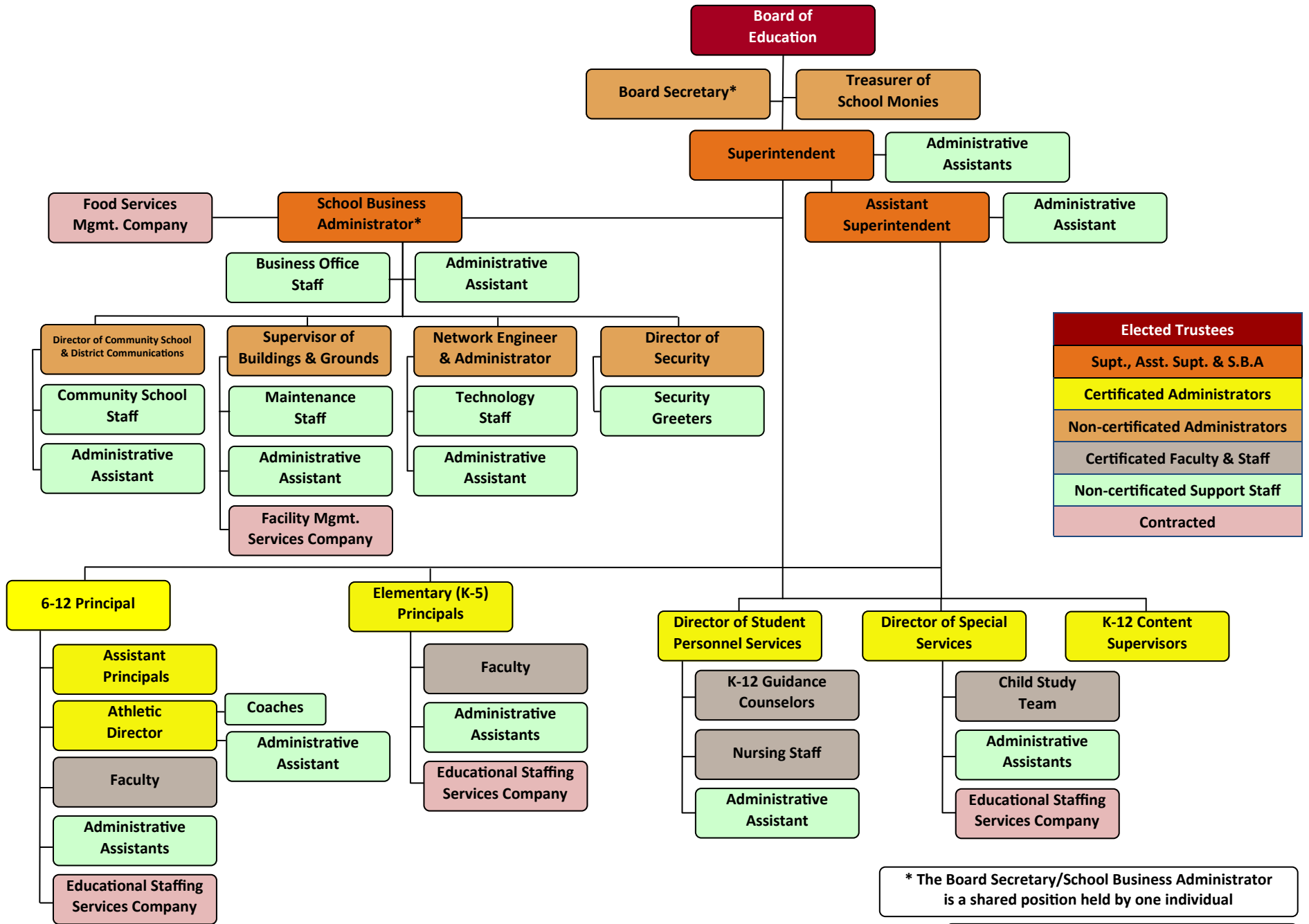
Approved at the January 4, 2021 Reorganization Meeting

# APPENDIX

## B



# Glen Rock Public Schools District Organizational Chart



<b>Elected Trustees</b>
Supt., Asst. Supt. & S.B.A
Certificated Administrators
Non-certificated Administrators
Certificated Faculty & Staff
Non-certificated Support Staff
Contracted

\* The Board Secretary/School Business Administrator is a shared position held by one individual

Approved by the Glen Rock Board of Education  
January 4, 2021

# APPENDIX

## C



# **GLEN ROCK HIGH SCHOOL**

## **PROGRAM OF STUDIES 2021–2022**

**GLEN ROCK HIGH SCHOOL**  
400 Hamilton Avenue  
Glen Rock, New Jersey 07452-2398  
(201) 445-7700  
[www.glenrocknj.org](http://www.glenrocknj.org)

**ADMINISTRATION**

**Superintendent**

Dr. Brett Charleston, Ed.D.

**Assistant Superintendent**

Mr. Greg Van Nest

**Business Administrator/Board Secretary**

Mr. Michael Rinderknecht

**High School Principal**

Dr. Michael Parent, Ed.D.

**High School Assistant Principal**

Ms. Tina Bacolas

**Director of Special Services**

Dr. Jennifer MacKay, Ed.D.

**Director of Student Personnel Services**

Ms. Michelle Giurlando

***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 most.

We have made revisions to the Program of Studies this year to include requirements, policies, and procedures all in one centralized location. In addition, we have worked to clarify course 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 NJSLA 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:

<b>English</b>	<b>20 credits (non-elective courses)</b>
<b>Social Studies</b>	<b>15 credits (World History, US History I &amp; II)</b>
<b>Mathematics</b>	<b>15 credits</b>
<b>World Language</b>	<b>10 credits</b>
<b>Science</b>	<b>18 credits</b>
<b>Physical Education/Health</b>	<b>20 credits (one year of Physical Education and Health for each year of enrollment)</b>
<b>Fine/Performing Arts</b>	<b>10 credits</b>
<b>21st Century Life &amp; Careers Education</b>	<b>5 credits</b>
<b>Financial, Economic, Business &amp; Entrepreneurial Literacy</b>	<b>2.5 credits</b>

3. Structured group or individual school counseling and/or course activities through infusion will fulfill Career Exploration and/or Development.
4. No credit will be given for a course unless a passing Grade of "D-" or better is achieved.
5. 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. This applies to English and Social Studies. A student **MAY NOT** take two REQUIRED English courses simultaneously, nor two REQUIRED Social Studies courses at the same time, unless prior permission has been granted by the Principal and Superintendent.



**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.

**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

The high school assessment graduation requirements that are in place for the Class of 2022 are indicated below.

In English Language Arts/Literacy, students must demonstrate proficiency:

1. On NJSLA/PARCC ELA 10; or
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER; or
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

In mathematics, students must demonstrate proficiency:

1. On NJSLA/PARCC Algebra I; or
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER; or
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

### **The Class of 2023 and Beyond**

The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessments.

Note: Students who receive Special Education and Related Services and whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies will continue to follow the graduation assessment requirements set forth in their IEPs.

## COURSE LEVELS

In major academic areas, particularly with grades 10, 11 and 12, high school students are placed in groups (levels) in accordance with their ability and achievement. These courses are designed to make rigorous demands on all students who are preparing for college. Only courses that are designated "AP" or "H" will receive an extra weight in computing grade point average.

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. High school courses are generally offered at the following levels of proficiency:

### **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 entrance to 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. Students are offered twenty-one courses with AP status: World History, European History, Government and Politics: US, US History; Psychology, French, Latin, Spanish; Biology, Chemistry, AP Physics 1 and 2, Physics C (Electricity and Magnetism), Environmental Science, Calculus AB & BC, Statistics; Micro and Macro Economics; English Language and Composition, and English Literature and Composition. Scheduling of these courses is subject to enrollment. 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 chair/supervisor.

**Honors (H):**

An Honors course is one in which the curriculum and requirements are more rigorous. These courses 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 much 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 designed "Advanced" will receive notation on a student's transcript. These courses will be offered to 9<sup>th</sup> grade students and to the academically gifted and highly motivated students.

**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.

**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 <b>OR</b> Teacher Recommendation
CP	Honors	Minimum grade of A- in prerequisite coursework <b>AND</b> 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 <b>OR</b> Teacher Recommendation
Advanced	AP	Minimum grade of A- in prerequisite coursework <b>AND</b> Teacher Recommendation
Honors	CP	N/A
Honors	Advanced	N/A
Honors	Honors	Minimum grade of B- in prerequisite coursework <b>OR</b> Teacher Recommendation
Honors	AP	Minimum grade of A- in prerequisite coursework <b>AND</b> Teacher Recommendation
AP	CP	N/A
AP	Advanced	N/A
AP	Honors	N/A
AP	AP	Minimum grade of B- in prerequisite coursework <b>AND</b> Teacher Recommendation

**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

### **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.

### **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. Adapted 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.

### **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, and Seton Hall University. 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 with their subject-specific teacher. 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 make a tuition check payable 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 are offered for concurrent enrollment and college credit:

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

## **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.
- Annual course selection sheets, indicative of the program of studies for each student in the high school, must be approved and signed by the parent/guardian, except in the case of 18-year-old students.
- 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.

### **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.

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 are entitled to a minimum of five hours of instruction per week, in no less than three daily visits per week. Students confined to Valley Hospital may receive instruction from our Home Instructional Staff.

### **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](http://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 if your high school offers it)
  - 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.

### **National Honor Society**

The National Honor Society is composed of sophomores, juniors, and seniors who have distinguished themselves as scholars and citizens. All candidates must have achieved a cumulative weighted grade point average of at least 3.75. Also, they must have demonstrated leadership and service through participation in school, community, county, or state activities.

All teachers are given the opportunity to comment upon the character of each candidate. The teachers will also discuss the scholarship, leadership, and service traits of each student. The National Honor Society Advisor and Committee will review the information and approve the membership of each student requesting membership. Students selected must attend the Induction Ceremony and are expected to maintain the qualities required for membership during their high school career. During the school year the faculty and administration will continue to review National Honor Society guidelines and constitution as membership in the NHS is a privilege rather than a right.

### **Option Time:**

Within the structure of the schedule, most students who select 35 or 37.5 credits will have Option time 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 time. During Option time, 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.

The Option time concept 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 time 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 time on time. Attendance is taken at the beginning of the period. Students must remain in the Option time 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:

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

### **Summer Reading:**

The staff and administration of Glen Rock High School believe that reading is fundamental for effective learning. The summer reading program is designed to encourage leisure reading, to supplement the curriculum, to introduce acclaimed books and respected authors in many different disciplines, and to expand students' reading, writing, and vocabulary skills. Reading lists are categorized by grade level as well as by department. All students enrolled are expected to read from the appropriate grade-level departmental lists. Since many of these students participate in Honors and/or Advanced Placement programs, their individual assignments are more extensive to meet the special requirements of the curriculum. Once students are scheduled for the following year, summer reading assignments will be posted on the school website.

### **Online Courses/Summer School**

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.

- **Courses for Advancement or Enrichment**

- A student may pursue two (2) courses for advanced or enrichment credit either during the school year or over the course of the summer.
- Each course must be approved by the Principal or designee.
- An approved course will be awarded credit, and the grade earned in the course will be listed on the Glen Rock High School transcript; however, the grade earned in the course will not be calculated into the yearly and cumulative grade point averages.
- Any course that is taken outside of Glen Rock High School will be listed under the name of the outside school or organization.

- **Courses for Credit Recovery**

- A student may pursue two (2) summer courses as a result of failure or credit denied.
- Any student who fails a course for the year or who is denied credit but completes the full 120-hour course requirement is eligible to enroll in a 60-hour credit recovery course as approved by the Principal and the Director of Student Personnel Services.
- The 60-hour credit recovery course will not replace the original full-year course, nor will it be calculated into the yearly and cumulative grade point averages.
- The 60-hour credit recovery course and the grade earned in the course will be listed on the Glen Rock High School transcript under the name of the outside school or organization.
- Students pursuing credit recovery must earn a passing grade.

## HIGH SCHOOL GRADING SYSTEM

The grading system consists of thirteen letter grades as follows:

A+, A, A-      B+, B, B-      C+, C, C-      D+, D, D-      F

In equating daily/quarterly averages to the thirteen-grade format, the following percentage equivalents shall apply in every department, but this does not preclude normal distribution of grades (curving of test results) in a particular set of tests to insure fairness to students as it applies to validity and reliability:

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 cumulative GPA, the following grade point average equivalents shall apply:

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	

### Calculation Scale for Numeric Grade Points to Letter 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	<b>F = 0.00 - 0.499</b>
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 final numeric equivalent in the computation of grade point average. Honors (H) courses receive a 0.3 addition to the final numeric equivalent in the computation of grade point average. Advanced (Adv) courses receive NO additional weighting added to the final numeric equivalent in the computation of grade point average. Before doing final calculations, 0.5 will be added for full year Advanced Placement courses, and 0.3 will be added for full year Honors courses.

### 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.

**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 procedure.

## SCHEDULING

### Course Selection and Scheduling Timeline

Starting in January and running through March, each student will meet with his/her School Counselor 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 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.

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 received by the deadline indicated on the electronic forms.

### Course Drop/Withdrawal

- **Semester Courses**
  - A semester course may be **dropped** up until **October 15th 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.
- **Full Year Courses**
  - A full year course may be **dropped** up until **November 1st**. 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)**.

- 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"> <li>• Modern Drama Literature</li> <li>• More of Shakespeare</li> <li>• Contemporary Fiction</li> <li>• Humanities and the Arts</li> </ul>
	English 10 Advanced	English 11 Honors	English 12 Honors: <ul style="list-style-type: none"> <li>• Modern Drama Literature</li> <li>• More of Shakespeare</li> <li>• Contemporary Fiction</li> </ul>
		AP English Language and Composition	AP English Literature and Composition

### English 9

Required Grade 9 [1313]

5 credits

State Course Code [01001]

In Grade 9, students learn how to read, write, and think critically and analytically by reading and discussing literature. Vocabulary building, grammar, and the development of paragraphs and short expository essays are emphasized. Shakespeare is introduced, and novels, short stories, and plays are explored. Among the works studied are *To Kill a Mockingbird*, *Night*, *Of Mice and Men*, *The Secret Life of Bees*, *Joe Turner's Come and Gone*, *Inherit the Wind*, and *Romeo and Juliet*. Many of the works are united through the theme of the effects of bias and prejudice on individuals and the society in which they live, allowing students to understand literature in its social and historical context. All English 9 courses require a summer reading assignment, which will be evaluated during the school year.

### English 10

Required Grade 10 [1413]    Advanced [1412]

5 credits

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 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. All English 10 courses require a topic-specific summer reading assignment that is evaluated during the school year.

**English 11**  
**Required Grade 11 [1513] Honors [1511]**

**5 credits**  
**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, and drama. Writers studied are Shakespeare, Moliere, Vonnegut, Golding, Williams, Hosseini, Lahiri, Alvarez, Beah, Satrapi, Conroy, and others. Students develop skills in writing expository essays, culminating in a required research paper following the Modern Language Association (MLA) style. All English 11 courses require a topic-specific summer reading assignment that is evaluated during the school year.

**English 11: Advanced Placement (AP) English Language and Composition**  
**Advanced Placement [1510]**

**5 credits**  
**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 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. All English 11 courses require a topic-specific summer reading assignment that is evaluated during the school year.

**English 12: Multiple courses from which to select – SEE BELOW**  
**Required (*choose from below*)**

Students in Grade 12 will read and respond to a literature program which consists of units based on a combination of philosophical themes or literary genres according to the English class to which they are assigned (such as Modern Drama Literature, More of Shakespeare, Humanities and the Arts, Contemporary Fiction, AP English Literature and Composition). Students taking AP English Literature must demonstrate knowledge of required summer reading by submitting a literary log on these readings and an acceptable essay on an assigned topic in the fall. Modern Drama, Contemporary Fiction, and More of Shakespeare are offered as both Honors and regular college prep classes. The reading and writing assignments vary in complexity depending upon the ability level of the class. If a student has previously studied in another English course the works covered in this class, the instructor will provide alternative selections. All English 12 courses require a topic-specific summer reading assignment, which will be evaluated during the school year.

**Advanced Placement (AP) English - Literature and Composition**  
**Advanced Placement [1610]**

**5 credits**  
**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 read and analyze a wide variety of

works including novels, short stories, plays, and poetry. Class discussions of these readings as well as subsequent in-class and formal essay assignments will focus on improving the student's higher order thinking skills. A strong interest in literature is assumed. 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. All English 12 courses require a topic-specific summer reading assignment that is evaluated during the school year.

**English 12: Modern Drama Literature**  
**Honors [1651] College Prep [1653]**

**5 credits**  
**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**  
**Honors [1631] College Prep [1633]**

**5 credits**  
**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**  
**Honors [1641] College Prep [1643]**

**5 credits**  
**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 Hemingway, Bradbury, Irving, O'Brien, Hosseini, King, Hamill, Walker, Sebald, Morrison, Guterson, Bechdel, and Burgess, 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**  
**College Prep [1623]**

**5 credits**  
**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 (20<sup>th</sup> and 21<sup>st</sup> 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.

## ENGLISH ELECTIVE COURSE OFFERINGS

All course offerings are contingent upon staffing and enrollment.

<b>Public Speaking</b>	<b>The Graphic Novel</b>	<b>Literature and Social Justice</b>	
<b>Creative Writing I</b>	<b>Creative Writing II</b>	<b>Writers Workshop I</b>	<b>Writers Workshop II</b>
<b>Journalism I</b>	<b>Advanced Journalism II</b>	<b>Advanced Journalism III</b>	<b>Honors Journalism IV</b>

**Public Speaking**  
**Elective Grade 9-12 [1353]**

2.5 credits  
**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 I and II**  
**Elective Grades 9-12 I [1843] II [1853]**

2.5 credits  
**State Course Code [01104]**

Creative Writing I and II 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 I 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 participate in the production of the high school literary magazine, *MOBIUS*. They learn the basics of desktop publishing using Microsoft Publisher, Adobe Illustrator, and Adobe Photoshop.

Students who elect to take Creative Writing II have successfully completed Creative Writing 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. When appropriate, students in Creative Writing II will participate in community-building and collaborative activities within the creative writing workshop.

**Journalism I**  
**Elective Grades 9-12 [1832]**

5 credits  
**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](http://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 21<sup>st</sup> 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**  
**Elective Grades 10-12 [1833]**

**5 credits**  
**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](http://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 21<sup>st</sup> 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**  
**Elective Grades 10-12 [1834]**

**5 credits**  
**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](http://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 21<sup>st</sup> 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**  
**Elective Grades 11-12 [1835]**

**5 credits**  
**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 on 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](http://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 21<sup>st</sup> 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 I and II**

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

**2.5 credits**

**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, before it is graded. Students use technology in this course for planning, writing, editing, conferencing, and publishing.

Emphasis in the course is on the development of the personal narrative. 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 may also participate in the production of the high school literary magazine, *MOBIUS*, and they may seek to have their own work published in the school magazine.

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.

### **The Graphic Novel**

**Elective Grades 9-12 [1673]**

**2.5 credits**

**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.

**Literature and Social Justice**  
**Elective Grades 10-12 [1893]**

**2.5 credits**  
**State Course Code [01065]**

This semester 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 semester-long elective is to immerse students in literature that features, whenever possible, teen protagonists engaged in social justice issues such as veterans' rights (treatment for P.T.S.D. 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, possibly through The Seven Elements Social Justice Club.

## THEATER ARTS COURSE OFFERINGS

All course offerings are contingent upon staffing and enrollment.

Theater Arts I: A and B	Theater Arts II	Theater Arts III	Honors Theater Arts IV
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### Theater 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, the focus is on collaboration. Students learn to work as an ensemble by engaging in group work, games, and exercises. Relating voice and physicality to character work is a central element to this course as well as the breath-thought connection, gestures and physical movement. Introduced and investigated are acting terms such as objective, tactic, and obstacle. Approaching a role and beginning character work is studied in addition to the given circumstances for any scene or production. Basic theater crafts such as stage terms and safety procedures are covered. The work of Anne Bogart and Kristin Linklater (Viewpoints and Vocal Lab) will be a primary source for this class.

### Theater Arts II

5 credits

Elective Grades 10-12 [1792]

State Course Code [05055]

**PREREQUISITE:** One semester of Theater Arts I (A or B) or specific permission from the instructor. The class assumes the student has a strong interest in theater.

The focus in the second level of Theatre Arts is on theater 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.

### Theater Arts III

5 credits

Elective Grades 11-12 [1793]

State Course Code [05055]

**PREREQUISITE:** Theater Arts II

In the third level of Theater 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 Theater Arts IV

5 credits

Elective Grade 12 [1794]

State Course Code [05055]

**PREREQUISITE:** Theater Arts III

In Honors Theater Arts IV, the focus is on the legacy of theater. 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.

## ENGLISH AS A SECOND LANGUAGE

**English as Second Language Program**  
**K-12 ESL Direction Instruction [1996]**

**5 credits**  
**State Course Code [01008]**

The English as a Second Language (ESL) program components ensure each student receives instruction towards helping the student achieve the Common Core State Standards in reading, writing, speaking, and listening. 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.



## 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	Psychology
			AP Psychology
			AP Government
			AP European History
			AP Human Geography

**NOTE: All Social Studies courses have a summer reading requirement.**

### **World History**

**5 credits**

**Required Grade 9 [2303]**

**State Course Code [04051]**

This is an in-depth study of US/World History from 1450-1750. The course consists of six units: What is knowledge? How do we know what we know? The Age of Discovery, Absolutism and the English Civil War, Colonization, North and South America, Islam – Rise and Decline – Effect on the East and the West. The following themes will be emphasized: challenges to authority, civilization encounters, power and wealth, religion, royalty, transplantation, and adaptation. Cultural, political, economic, and social developments are also included. Essays, individual and group presentations, class debates, trials, and enhancement and enrichment activities are emphasized. Computers and their use as word processors are an integral part of the course.

### **Advanced Placement World History**

**5 credits**

**Grade 9 [2300]**

**State Course Code [04057]**

**PREREQUISITES:** Minimum grade of A- in Social Studies 8, Passing Score on Qualifying Test, **AND** Teacher Recommendation

The AP World History course provides a perspective and understanding of history as a foundation in which students can analyze the complexities of today's global interdependence. This course investigates the interactions and events of human history in a balanced approach. Central to the basic parameters of the course are the four historical thinking skills, described by the College Board as (1) crafting historical arguments from historical evidence; (2) chronological reasoning; (3) comparison and contextualization; and (4) historical interpretation and synthesis. In addition, the course highlights five overarching themes and is broken down into units of study based on historical periodization. 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.

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

**5 credits**

**Required Grade 10 [2403]**

**State Course Code [04102]**

This is an in-depth study of US/World History from 1750-1876. The course consists of six units: The Enlightenment; American and French Revolutions; The Constitution; Hamilton versus Jefferson; The Development of a Market Economy; Growth of Sectionalism; Reform; New ideas of Religion; Morality and Rights; Nationalism and the West; Slavery; and The Civil War and Reconstruction. The development and improvement of writing and research skills are emphasized. Students will work to use their research skills to write essays on historical problems, create group presentations where they will correctly apply internal citations and M.L.A. format. Students will also engage in cooperative learning; the increased utilization of computers is an integral part of the course.

**Honors U.S. History I**  
**Grade 10 [2400]**

**5 credits**  
**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

Placement in this course will be through an application process. Applications will be distributed in the World History classes. It is highly recommended that students applying to take this course have a strong reading and writing ability, and show a strong interest in history. This course will replace the required Grade 10 US History I course. All Advanced Courses require a topic-specific summer reading assignment, which will be evaluated during the school year.

This is a chronological survey of the major events in American history for the colonial period through 1900. Special emphasis is devoted to studying 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, the Gilded Age, the emergence of the U.S. as a World Power, and the Populist Era. 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. A summer reading component is required. The typical weekly workload for this course consists of 25-40 pages of reading in a college level text and one to two written assignments that include primary document analysis. This course moves rapidly through American history and students are expected to be able to supplement classroom instruction with the assigned reading. A term paper is required in the fourth quarter of the year.

**Introduction to Documentary Film – Concurrent Enrollment Elective**  
**Grades 10-12 [2733] One Semester**

**2.5 credits**  
**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.

Students will have the opportunity to interact with speakers from the various aspects of the documentary film industry. 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.

**Advanced Placement (AP) U.S. History**  
**Grade 11 Advanced Placement [2500]**

**5 credits**  
**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 1898 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, as are articles from scholarly journals and books of readings. A typical workload for one week would include twenty-five to fifty pages of reading, the writing of two essays, and one or more quizzes. This course culminates in the Advanced Placement exam in May. After the exam students will embark on an overview of American Culture from 1900 to 2001 and will be required to complete a term paper as well.

**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 1876-1963. 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 20<sup>th</sup> 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 class is a survey of the history of the United States from the Reconstruction Period to the present. Emphasis is placed on the American political system and on the social, economic, and diplomatic development of the United States.

**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.

**Psychology – Concurrent Enrollment Elective**

**5 credits**

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

This course introduces students to the topics of research methods, neuroscience and biological foundations of behavior, consciousness, learning, memory, thinking, language, intelligence, motivation, emotion, personality, psychological disorders and therapy. The scientific nature and practical relevance of psychological investigations and research findings are discussed as are established ethical guidelines.

Students will develop and enhance skills in describing and predicting behavior based on empirical findings, use data to support and refute arguments, and interpret research data and graphs accurately to evaluate the validity of claims about behavior. They will also realize the complexities within the field of psychology including the numerous vocational opportunities available to psychology majors. There are numerous readings and discussions in class.

**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 History **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.

Students will be prepared for and are expected to take AP Psychology test.

**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.

**Advanced Placement (AP) European History**  
**Elective Grades 11-12 [2810]**

**5 credits**  
**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. Advanced Placement students are prepared and encouraged to take the AP test. A term paper is required of all students following the Modern Language Association (MLA) style.

**Advanced Placement (AP) Human Geography**  
**Elective Grades 11-12 [2820] One Semester**

**2.5 credits**  
**State Course Code [04004]**

**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

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.

## MATHEMATICS COURSE OFFERINGS

All course offerings are contingent upon staffing and enrollment.

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

### Algebra I

Elective Grades 9-12 [3393]

5 credits

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

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

5 credits

State Course Code [02072]

**PREREQUISITE:** Algebra I

**PREREQUISITE FOR ADVANCED (Grade 9):** Minimum grade of A- in Algebra 8 Intensive, Passing Score on Qualifying Test, **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**  
**Elective Grades 10-12 [3613] Advanced [3612]**

**5 credits**  
**State Course Code [02056]**

**PREREQUISITE:** Algebra I

**PREREQUISITE FOR ADVANCED:** Minimum grade of A- in Algebra I **OR** Teacher Recommendation

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**  
**Elective Grades 11-12 [3753]**

**5 credits**  
**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**  
**Elective Grade 11-12 [3622]**

**5 credits**  
**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**  
**Elective Grade 11 [3802]**

**5 credits**  
**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 Advanced Algebra II **OR** Teacher Recommendation

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 CP Pre-Calculus **AND** Teacher Recommendation; OR Minimum grade of A- in Advanced Pre-Calculus **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.

**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**  
**Elective Grade 12 [3840]**

**5 credits**  
**State Course Code [02124]**

**PREREQUISITES:** 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**  
**Elective Grade 12 [3830]**

**5 credits**  
**State Course Code [02125]**

**PREREQUISITES:** 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 I**  
**Elective Grade 10-12 [3903]**

**2.5 credits**  
**State Course Code [10156]**

**PREREQUISITE:** Geometry

This semester course is designed to provide the students with an introductory experience to computer programming. Students will utilize critical thinking strategies and refine their logic and analytical skills to write code and learn programming using Python, which appears to be the one of the most current introductory programming languages.

**Computer Science II**  
**Elective Grade 10-12 [3913]**

**2.5 credits**  
**State Course Code [10156]**

**PREREQUISITE:** Computer Science I

This semester course is designed to provide the students with the experience to apply coding to create python modules and utilize python's pre-existing modules, or python programs to develop applications. Students may gain exposure to other languages like Java.

**AP Computer Science**  
**Elective Grade 10-12 [3920]**

**5 credits**  
**State Course Code [10157]**

**PREREQUISITE:** Minimum grade of A- in Advanced Geometry **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. All Advanced Placement courses require a topic specific summer reading assignment, which will be evaluated during the school year.

## WORLD LANGUAGE COURSE OFFERINGS

All course offerings are contingent upon staffing and enrollment.

<b>French I</b>	<b>French II</b>	<b>French III</b>	<b>French IV Honors</b>	<b>French V Honors</b>
		<b>French III Honors</b>		<b>AP French Language</b>
<b>Latin I</b>	<b>Latin II</b>	<b>Latin III</b>	<b>Latin IV Honors</b>	<b>Latin V Honors</b>
		<b>Latin III Honors</b>		<b>AP Latin: Caesar &amp; Vergil</b>
<b>Mandarin Chinese I</b>	<b>Mandarin Chinese II</b>	<b>Mandarin Chinese III</b>	<b>Mandarin Chinese IV</b>	
<b>Spanish I Fundamentals</b>	<b>Spanish II Fundamentals</b>			
<b>Spanish I</b>	<b>Spanish II</b>	<b>Spanish III</b>	<b>Spanish IV</b>	
	<b>Spanish II Honors</b>	<b>Spanish III Honors</b>	<b>Spanish IV Honors</b>	<b>Honors Spanish V</b>
				<b>AP Spanish Language</b>

### French I

**Elective Grades 9-12 [4413]**

**5 credits**

**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

**Elective Grades 9-12 [4423]**

**5 credits**

**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

**Elective Grades 10-12 [4433] Honors [4441]**

**5 credits**

**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**  
**Elective Grades 11-12 [4440]**

**5 credits**  
**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.

**Honors French V**  
**Elective Grade 12 [4451]**

**5 credits**  
**State Course Code [06125]**

**PREREQUISITE:** Minimum grade of B- in Honors French IV **OR** Teacher Recommendation

Students continue to develop advanced proficiency in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards at the appropriate level through culturally relevant and personalized topics. Major literary selections in such genres as short story, short novel, drama, poetry, and critical essay are read and analyzed, enhancing language acquisition and cultural awareness. Creative and expository writing skills, performance skills as well as information literacy skills are emphasized. Critical thinking skills will continue. All Honor Courses require a summer assignment, which will be evaluated during the year. The class will be conducted almost exclusively in the target language.

**Advanced Placement (AP) French Language**

**Elective Grade 12 [4450]**

**5 credits**  
**State Course Code [06132]**

**PREREQUISITES:** Minimum grade of A- in Honors French V **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**  
**Elective Grades 9-11 [4130]**

**5 credits**  
**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****Elective Grades 9-12 [4623]****5 credits****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****Elective Grades 10-12 [4633]****5 credits****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****Elective Grades 10-12 [4631]****5 credits****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****Elective Grade 11-12 [4641]****5 credits****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 Vergil'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.

**Honors Latin V****Elective Grade 12 [4651]****5 credits****State Course Code [06305]****PREREQUISITE:** Minimum grade of B- in Honors Latin IV **OR** Teacher Recommendation

This course continues to reinforce vocabulary, forms, and syntax through a survey of Latin literature, in a project-based curriculum. Critical analysis skills are further developed through the study of the style and content of a variety of writers, including Catullus, Horace, Ovid, Aesop, and Martial. Students will explore the linguistic

process through comparative essays, Latin composition, and cultural presentations, all of which utilize a growing understanding of the Latin language to forge a connection with the students' lives and the modern world.

**Advanced Placement (AP) Latin: Caesar & Vergil**  
**Elective Grade 12 [4650]**

**5 credits**  
**State Course Code [06313]**

**PREREQUISITE:** Minimum grade of B- in Honors Latin IV **OR** Teacher Recommendation

This AP course will offer the opportunity for the highly motivated student to complete studies in the *Latin Literature*, related to Vergil's *Aeneid* and Caesar's *Gallic War*, comparable in complexity and content to advanced level college courses. This program is intended for those who have demonstrated proficiency in classical language skills. Students who are accepted into the program should have a strong command of Latin vocabulary and grammar coupled with competence in reading, translating, analyzing, and interpreting required selections. The course will follow the curriculum as dictated by the College Board Advanced Placement program. The in-depth study of language, civilization/culture will prepare the classical language student to sit for the AP examination in May.

**Mandarin Chinese I**  
**Elective Grades 9-12 [4913]**

**5 credits**  
**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**  
**Elective Grades 9-12 [4923]**

**5 credits**  
**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**  
**Elective Grades 9-12 [4933]**

**5 credits**  
**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.

**Mandarin Chinese IV**  
**Elective Grades 9-12 [4943]**

**5 credits**  
**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**  
**Elective Grades 9-11 [4714]**

**5 credits**  
**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**  
**Elective Grades 9-11 [4713]**

**5 credits**  
**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**  
**Elective Grades 9-12 [4723]**

**5 credits**  
**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**  
**Elective Grades 9-11 [4724]**

**5 credits**  
**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**  
**Elective Grades 9-11 [4721]**

**5 credits**  
**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**  
**Elective Grades 10-12 [4733]**

**5 credits**  
**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**  
**Elective Grades 10-12 [4731]**

**5 credits**  
**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. All honors classes require a summer assignment, which will be evaluated during the school year.

**Spanish IV**  
**Elective Grades 11-12 [4743]**

**5 credits**  
**State Course Code [06104]**

**PREREQUISITE:** Spanish III or Honors Spanish III

Students will further develop proficiency in the three modes of communication (interpretive, interpersonal, and presentational) in accordance with NJ Student Learning Standards. Advanced grammatical structures and tenses are emphasized to enhance speaking proficiency. Using technology, projects integrating culture and civilization will be utilized in order to support course objectives. The students will develop their critical thinking skills while they are using the language. The class will be conducted almost exclusively in the target language.

**Honors Spanish IV**  
**Elective Grades 11-12 [4741]**

**5 credits**  
**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**  
**Elective Grade 12 [4751]**

**5 credits**  
**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**  
**Elective Grade 12 [4750]**

**5 credits**  
**State Course Code [06112]**

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

## SCIENCE and ENGINEERING COURSES

All course offerings are contingent upon staffing and enrollment.

<b>Biology</b>	<b>Chemistry</b>	<b>Intro. to Anatomy and Physiology</b>	<b>Physics</b>	<b>CAD I: Intro. to Hand Drawing</b>
<b>Biology Advanced</b>	<b>Chemistry Honors</b>	<b>Environmental Science</b>	<b>Physics Honors</b>	<b>CAD II: Architecture and Engineering</b>
<b>AP Biology</b>	<b>AP Chemistry</b>	<b>AP Environmental Science</b>	<b>AP Physics 1</b>	<b>Pre-Engineering</b>
		<b>Forensic Science</b>	<b>AP Physics 2</b>	<b>Dynamics of Health Care in Society</b>
			<b>AP Physics C</b>	

### **Biology**

**Grade 9 [5453]**

**6 credits**

**State Course Code [03051]**

This course focuses on the diversity of life in biology at the different hierarchy levels, from the simplest molecules to the most complex organisms. Changes in biology are based on tools and methods used to study living things. Modern technology has improved tools, techniques, methods, communication, and transportation allowing for an explosion of scientific knowledge. The purpose of this course is to provide a wealth of knowledge to students about life in the 21<sup>st</sup> century through class discussion, investigations in the lab, inquiry, and class research projects. This knowledge helps students understand the nature of life and prepares them to make informed decisions about health, medicine, genetics, and the environment. Students will then be encouraged to apply learned principles in the course to other areas of academia by showing interrelationships between many disciplines.

### **Advanced Biology**

**Grade 9 [5452]**

**6 credits**

**State Course Code [03052]**

**PREREQUISITES:** Minimum grade of A- in Integrated Science 8, Passing Score on Qualifying Test, **AND** Teacher Recommendation

This course focuses on the content of biology at the different levels of organization: molecules, cells, organisms, populations, communities, and the biosphere. The purpose is to present biology as an experimental science, to demonstrate the status of biology in the twentieth century, and to illustrate its usefulness for students who will spend most of their lives in the twenty-first century. In doing so, this course challenges the students to gain insight into the characteristics of life: insight that will enrich their lives and their ability to become responsible citizens. The main objective is to guide each student to conceive of biology as a science, and the processes of science as reliable methods of gaining objective knowledge. This is a laboratory course where investigation, inquiry, and research provide the basis for class work. The computer is used as a tool to store and analyze data and to provide simulations. The Advanced course is intended as a strong preparation for the SAT II Biology Subject Area Test. All Advanced courses require a topic specific summer reading assignment, which will be evaluated during the school year.

### **Advanced Placement (AP) Biology**

**Elective Grades 10-12 [5450]**

**7 credits**

**State Course Code [03056]**

**PREREQUISITES:** Algebra II, Minimum grade of A- in Advanced Biology **AND** Minimum grade of A- in CP Chemistry **AND** Teacher Recommendation

**CO-REQUISITE:** Honors Chemistry

This course is a first year college Biology course. Students will study Biochemistry, cellular structure and function, energy transformations, genetics, evolution, physiology and anatomy of plants and animals, and ecology. Presentation will be by laboratory, lecture, student discussion, and assigned outside readings. The course prepares students for the Advanced Placement Biology Examination. All Advanced Placement courses require a topic specific summer reading assignment, which will be evaluated during the school year.

**Chemistry**

**6 credits**

**Grades 9-10 [5533]**

**State Course Code [03101]**

**PREREQUISITE:** Algebra I

This laboratory-based, college prep course will provide students with a broad and general introduction to chemistry. Students will be required to do individual and group research projects, and will engage in a variety of hands-on activities throughout the year including participating in computer-based labs. Nuclear energy and environmental issues are introduced. Carbon chemistry topics include atomic and molecular structure; properties of solids, liquids, and gases; chemical and physical changes; and energy changes and solutions. To explain the nature of fundamental chemical systems, the focus will be on relationships between the structure and properties of materials and energy change, and the use of the periodic table.

**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

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

Honors Chemistry is a laboratory-based course designed to give students a broad and general introduction to chemistry. The course provides a strong preparation for the AP Chemistry course and the Chemistry SAT Subject Test. Course contents include the study of atomic structure, the periodic table, bonding and properties of materials (gases, liquids and solids), chemical reactions, mass relationships between reacting materials; energy changes in chemical systems, solutions, and nuclear chemistry. Chemical kinetics and equilibrium are introduced. The laboratory experience encourages student development of reasoning and inquiry skills, experimental design for collecting data, analyzing data and applying mathematical routines.

**Advanced Placement (AP Chemistry)**

**7 credits**

**Elective Grades 10-12 [5530]**

**State Course Code [03106]**

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

**CO-REQUISITE:** Algebra II

The AP chemistry is a course designed to be the equivalent of the general chemistry course usually taken during the first college year. Students will study atomic structure and properties, molecular and ionic compound structure and properties, intermolecular forces and properties, chemical reactions, kinetics, thermodynamics, equilibrium, acids and bases, and applications of thermodynamics. The laboratory experience encourages student development of reasoning and inquiry skills, experimental design for collecting data, analyzing data and applying mathematical routines. All Advanced Placement Courses require a topic specific summer assignment that will be evaluated during the school year.

**Introduction to Anatomy and Physiology**  
**Elective Grades 11-12 [5813]**

**2.5 credits**  
**State Course Code [03053]**

**PREREQUISITE:** Minimum grade of a B- in Advanced Biology **AND** Honors Chemistry; OR at 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. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. 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.

**Physics**  
**Elective Grades 11-12 [5732]**

**6 credits**  
**State Course Code [03151]**

**PREREQUISITE:** Algebra I, Geometry

**CO-REQUISITE:** Algebra II

This introductory-level course endeavors to show Physics as both the search for descriptions of how the universe works and the relationships discovered in the search. A general physics course serves as part of a foundation for a comprehension of our increasingly technological society. It also provides part of the background necessary for the students of the other sciences, engineering, architecture, medicine, and similar professions. Topics for study include degrees of precision in measurement, motion-straight and curved, Newtonian mechanics - both linear and rotational, work and energy, thermal energy, waves, electromagnetism, optics, the atomic nucleus, and radioactivity. This course is not intended as a preparation for the Physics Achievement Examination. The computer is used as a multifaceted tool in research, simulations, and tutorial work.

**Honors Physics**  
**Elective Grades 11-12 [5731]**

**6 credits**  
**State Course Code [03152]**

**PREREQUISITES:** Algebra II; Minimum grade of A- in CP Chemistry **AND** Teacher Recommendation; OR Minimum grade of B- in Honors Chemistry **OR** Teacher Recommendation

**CO-REQUISITE:** Algebra III, Differential Calculus, or Pre-Calculus

This introductory-level course shows Physics as the search for descriptions of how the relationships of matter, forces, and energy work within the universe. A general Physics course serves as part of a foundation for comprehension of our increasingly technological society. It is also preparation for success in a College Physics course, typically taken by students majoring in physics, chemistry, engineering, biology or in pre-medical/dental programs.

Topics for study include Newtonian mechanics work, energy, and power; mechanical waves and sound; static electricity and introductory, electric circuits; optics and modern physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. These topics are dealt with in a challenging algebra-based approach. Students will be expected to derive certain formulas themselves. This course will be a strong preparation for the Physics SAT II Subject Area Test. The computer is used as a multifaceted tool in research, simulations, and tutorial work.

**Advanced Placement (AP) Physics 1**  
**Elective Grade 10-12 [5730]**

**7 credits**  
**State Course Code [03155]**

**PREREQUISITE:** Geometry and Algebra II; Minimum grade of A- in Honors Chemistry **AND** Teacher Recommendation

**CO-REQUISITE:** Algebra III, Differential Calculus, or Pre-Calculus

AP Physics 1 is an algebra-based, college-level physics course. It is intended for students who are planning for careers in physics and engineering, and is especially appropriate for students who are planning on careers in medicine, health, chemistry, environmental science, architecture, and biology.

AP Physics 1 and its complement, AP Physics 2, are a two-year program equivalent to a one-year, algebra-based College Physics course. Students cultivate their understanding of Physics through inquiry-based investigations and student centered learning 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. These topics approximately match the topics in the first semester of a College Physics course.

The course prepares students for the AP Physics 1 Examination. All AP courses require a topic specific summer assignment, which will be evaluated during the school year.

**Advanced Placement (AP) Physics 2**

**Elective Grades 11-12 [5750]**

**7 credits**

**State Course Code [03152]**

**PREREQUISITES:** Minimum grade of A- in Honors Physics **AND** Teacher Recommendation; OR Minimum grade of B- in AP Physics 1 **AND** Teacher Recommendation

**CO-REQUISITE:** Algebra III, Differential Calculus, or Pre-Calculus

AP Physics 2 is an algebra-based, college-level physics course. It is intended for students who are planning for careers in physics and engineering, and is especially appropriate for students who are planning on careers in medicine, health, chemistry, environmental science, architecture, and biology.

AP Physics 2 and its prerequisite and complement, AP Physics 1, are a two-year program equivalent to a one-year, algebra-based College Physics course. Students cultivate their understanding of Physics through inquiry-based investigations and student centered learning 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. These topics approximately match the topics in the second semester of a College Physics course.

The course prepares students for the AP Physics 2 Examination. All AP courses require a topic specific summer assignment, which will be evaluated during the school year.

**Advanced Placement (AP) Physics C**

**Elective Grade 11-12 [5740]**

**7 credits**

**State Course Code [03156]**

**PREREQUISITES:** Differential Calculus AB or BC; Minimum grade of A- in prerequisite Honors Physics **AND** Teacher Recommendation; OR Minimum grade of B- in AP Physics 1 **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. All AP courses require a topic specific summer assignment, which will be evaluated during the school year.

**Environmental Science**

**Elective Grades 11-12 [5803]**

**6 credits**

**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 that exist between modern humans and their environment. The use of energy and mineral resources and the alternatives for the future will be carefully considered. The course will cover aspects of ecology, energy, and technology. Problem solving will be treated on both a sociological basis involving investigation and analysis, and on a quantitative basis using modeling.

**Advanced Placement (AP) Environmental Science**

**Elective Grades 11-12 [5800]**

**7 credits**

**State Course Code [03207]**

**PREREQUISITES:** Algebra II; Minimum grade of a B- in Advanced Biology **AND** Honors Chemistry; OR at Minimum grade of A- in CP Biology **AND** CP Chemistry **OR** Teacher Recommendation

This course is a first year college course. Students will study the interdependence of Earth's systems, environment and society, renewable and nonrenewable resources, environmental quality, global changes and their consequences and human population dynamics. Presentation will be by laboratory, lecture, student discussion, and assigned outside readings. The course prepares students for the Advanced Placement Environmental Science Examination. All Advanced Placement courses require a topic specific summer reading assignment, which will be evaluated during the school year.

**Forensic Science – Concurrent Enrollment Elective**

**Elective Grades 11-12 [5806] One Semester**

**2.5 credits**

**State Course Code [03203]**

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

**CO-REQUISITE:** Grade 10 Honors Physics or Honors Chemistry students may take Forensic Science concurrently but will not be eligible to earn SUPA credit.

***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.

**Computer Aided Design I (Introduction to Hand Drawing)**

**Elective Grades 9-12 [5981]**

**2.5 credits**

**State Course Code [21107]**

This course focuses on the engineering graphics and language used throughout all engineering, architecture, design, and construction disciplines. Students will begin drafting by hand to acquire the basic geometric principles

involved in drafting, and then apply these skills to computer drafting using CAD software. Topics will include Drafting of basic and complex components, Study of two-dimensional dimensioning and tolerance techniques, and the study of drafting two-dimensional multi-view drawings of three-dimensional objects. Throughout the course, math and science principles will be reinforced using real world situations.

**Computer Aided Design II (Architecture and Engineering)**  
**Elective Grades 10-12 [5982]**

**2.5 credits**  
**State Course Code [21107]**

**PREREQUISITE:** Computer Aided Design

This course applies the skills learned in Computer Aided Design to designing as an Architect and Engineer would. Students will explore these fields as they progress through a major site-plan development project in which they will subdivide a large property, design roads, and utilities, develop a residential house plan, and build a model home. Topics will include zoning and building regulations, environmental impact issues and green building, basic architectural design and basic building principles. A hands-on approach of learning will be implemented as it applies to selected topics of study.

**Pre-Engineering**  
**Elective Grades 9-12 [5901] Fall Semester [5902] Spring Semester**

**2.5 credits**  
**State Course Code [21001]**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

**This course may be repeated for a second semester.**

Utilizing a problem solving and design approach students will learn about the many engineering disciplines. Students will explore various conceptual developments and technology systems to develop an understanding of the processes used by engineers and technicians. Math, science, and technology will be employed to evaluate, assess, and present engineering models. The course will provide students with the chance to make use of hand tools and CAD programs while performing hands-on activities. Prior concepts from physics and math will be utilized in this course.

**Dynamics of Health Care in Society**  
**Elective Grades 10-12 [5823] One Semester**

**2.5 credits**  
**State Course Code [03999]**

***Students may choose to earn college credit for this course through a concurrent enrollment elective offered in conjunction with Rutgers University.***

**PREREQUISITE:** Biology

This course focuses on providing the student with an introduction to health care services and health care careers as well as the delivery of these services. The contents of the course include therapeutic functions such as nursing, medical assisting, pharmacy, social work and rehabilitation, diagnostic functions such as imaging, medical laboratory, and cardiology plus information services functions such as medical record management, risk management, etc.

The objectives of the course are for students to understand the world of health care, to identify and develop personal and professional skills necessary to be successful in the field and to review in-depth and in-demand profiles of health care workers.

## 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 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.

***NOTE: 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**  
**Required [6513]**

**1.25 credits**  
**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**  
**Required [6613]**

**1.25 credits**  
**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.

## FINE & PERFORMING ARTS COURSE OFFERINGS

All course offerings are contingent upon staffing and enrollment.

<b>Basic Art &amp; Design</b>	<b>Media Arts</b>	<b>Video Production</b>	<b>Music Production I</b>
<b>Drawing and Painting</b>	<b>Digital Imaging</b>	<b>Broadcast Media</b>	<b>Music Production II</b>
<b>Sculpture/Ceramics</b>	<b>Graphic Design</b>	<b>Advanced Broadcast Media</b>	<b>Music Theory Lab I</b>
<b>Advanced Sculpture/Ceramics</b>	<b>Advanced Graphic Design</b>	<b>Photo I</b>	<b>Music Theory Lab II</b>
<b>Interior Design</b>	<b>Web Design</b>	<b>Photo II</b>	<b>Music Theory Lab II</b>
<b>Art History: Antiquity to Post-Modern</b>	<b>Web Design II: Advanced Page Layout</b>	<b>Digital Photography III</b>	<b>Music Theory Lab IV</b>
<b>Art Major I</b>	<b>Web Design III: Animation</b>	<b>Digital Photography Honors</b>	<b>Marching/Concert Band</b>
<b>Art Major II</b>			<b>Concert Choir</b>
<b>Art Major III Honors</b>			<b>Concert Choir Honors</b>
			<b>Orchestra</b>

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 develop 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!

Please join us and experience a rewarding aspect and contributor to whole brain learning.

**Basic Art & Design (a foundation art class)**  
**Elective Grades 9-12 [8003]**

**2.5 credits**  
**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)**  
**Elective Grades 9-12 [8013]**

**2.5 credits**  
**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)**  
**Elective Grades 9-12 [8023]**

**2.5 credits**  
**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)**  
**Elective Grades 10-12 [8022]**

**2.5 credits**  
**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.

**Interior Design: (a foundation art class)**  
**Elective Grades 9-12 [8033]**

**2.5 credits**  
**State Course Code [05999]**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

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.

**Art History: Antiquity to Post-Modern**  
**Elective Grades 9-12 [8173]**

**2.5 credits**  
**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**  
**Elective Grades 10-12 [8113]**

**5 credits**  
**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 de-mystify 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**  
**Elective Grades 11-12 [8123]**

**5 credits**  
**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**  
**Elective Grade 12 [8131]**

**5 credits**  
**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**  
**Elective Grade 12 [8161]**

**5 credits**  
**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 multi-media presentation. This is a fun class, which is a perfect culminating experience to finish one's "Rock" experience!

**Digital Imaging**  
**Elective Grades 9-12 [8143]**

**2.5 credits**  
**State Course Code [05162]**

This semester class will focus on the design and creative use of technology in the fine and commercial art world today. Students will learn to use the state-of-the-art professional software program Adobe Photoshop to edit digital imagery. The digital processes needed to create, retouch, and manipulate artwork from photos and scans as well as how to employ the principles of design will be introduced or reinforced with each assignment. Projects completed in this class will help to add diversity to the portfolio of the student applying to a college Fine Art or Graphic Design program.

**Graphic Design**  
**Elective Grades 9-12 [8153]**

**2.5 credits**  
**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**  
**Elective Grades 9-12 [8157]**

**2.5 credits**  
**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.

**Web Design**  
**Elective Grades 9-12 [8853]**

**2.5 credits**  
**State Course Code [10201]**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

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**  
**Elective Grades 9-12 [8863]**

**2.5 credits**  
**State Course Code [10201]**

**PREREQUISITE:** Web Design I – Students may take Web II or Web III in any sequence.

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

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**  
**Elective Grades 9-12 [8893]**

**2.5 credits**  
**State Course Code [10203]**

**PREREQUISITE:** Web Design I – Students may take Web II or Web III in any sequence.

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

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.

**Video Production**  
**Elective Grades 9-12 [8573]**

**2.5 credits**  
**State Course Code [11051]**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

This hands-on course will introduce students to the principles and practices of digital video production. Each student will learn to write, produce, shoot, and edit a short original video. In depth, instruction will be provided on the use of digital video cameras, audio recording equipment, basic lighting setups, and Premiere Pro non-linear editing software. This semester course will be open to students of all grade levels without prerequisite.

**Broadcast Media**  
**Elective Grades 9-12 [8583]**

**2.5 credits**  
**State Course Code [11051]**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

This semester course is an exploration into the art and business of broadcast television production. Students will study television studio production techniques, copyright laws, digital camera operation, editing, broadcast scripting, journalistic styles, and specialized stories: News, Features, Sports, etc. Students in this class will help produce the school's TV show *Under the Rock*.

**Advanced Broadcast Media (may be repeated)**  
**Elective Grades 9-12 [8593]**

**2.5 credits**  
**State Course Code [11051]**

**PREREQUISITE:** Broadcast Media

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

This advanced semester course is designed to give students a more detailed understanding of the procedures and techniques in the production of television and video programming. This "hands on" course will focus on directing, producing, studio lighting, script writing, teleprompting, on-air reporting, editing, and employing professional grade tools like the Tricaster 460. Students in this class will help produce and supervise the school's TV show *Under the Rock*.

This is a course for the student who would like to learn more about broadcast, television production, and anyone contemplating pursuing a career in video, television, or journalism. Although practical and technical skills are taught and assessed, this class also emphasizes leadership, teamwork, and planning, which are all very marketable in today's economy. For students interested in continuing their education in broadcast, Advanced Broadcast Media may be taken repeatedly.

**Photo I - Introduction to Digital Photography/History and Technical Revolution**  
**Elective Grades 9-12 [8213]**

**2.5 credits**  
**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 examine the handling and operation of digital cameras, which include creative exposure, focus, and metering controls. 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.

**Photo II – Digital Creativity: Image Alteration and Imagination**  
**Elective Grades 9-12 [8223]**

**2.5 credits**  
**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 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. Topics covered are alternative processes such as multiple printing, photomontage, print distortion, and color alteration. 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. This course will explore the impact and influence photography has had on society from a historical and contemporary perspective.

**Digital Photography III – Concurrent Enrollment Elective**  
**Elective Grades 10-12 [8233]**

**2.5 credits**  
**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**  
**Elective Grade 12 [8231]**

**2.5 credits**  
**State Course Code [05201]**

**PREREQUISITE:** Photo I, Photo II, 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 – Concurrent Enrollment Elective**  
**Elective Grades 11-12 [8483]**

**5 credits**  
**State Course Code [11051]**

**PREREQUISITE:** Music Theory or previous digital media production experience is recommended.

***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.***

In this project-oriented class, students will learn the basics of recording, mixing, and mastering digital audio. Some main areas of focus include appropriate microphone selection and positioning, analog to digital conversion, balancing levels, panning, appropriate use of effects, and exporting to the correct format for distribution. Example projects include recording live performances, producing podcasts and radio segments, and music for film/video. Software applications studied include Pro Tools, Adobe Audition, and Sibelius.

**Music Production II – Concurrent Enrollment Elective**  
**Elective Grade 12 [8493]**

**5 credits**  
**State Course Code [11051]**

**PREREQUISITE:** Music Production I

***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.***

Students will expand on skills learned in Music Production I using advanced techniques in all aspects of music and audio production. The focus will be on producing original content using both real and virtual instruments and



effects. This course is highly recommended for students with intentions of pursuing digital media production at university.

**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. Students not enrolled in band and/or choir should have some prior musical experience (please see the instructor for approval).

These semester courses will use technology to teach music theory, arranging, composition, audio/MIDI sequencing, 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 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 Marching/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**  
**Elective Grades 9-12 [8927]**

**5 credits**  
**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.

## FINANCIAL, ECONOMIC, BUSINESS, & ENTREPRENEURIAL LITERACY OFFERINGS

**All course offerings are contingent upon staffing and enrollment.**

<b>Economics</b>	<b>Investing</b>	<b>Marketing I</b>	<b>Introduction to Business</b>	<b>Structured Learning Experience: Careers</b>
<b>AP Microeconomics and Macroeconomics</b>	<b>Financial Literacy</b>	<b>Marketing II</b>	<b>Accounting</b>	<b>Entrepreneurship</b>

**Economics**

**Elective Grades 9-12 [8807]**

**2.5 credits**

**State Course Code [04201]**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

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.

**Financial Literacy**

**Elective Grades 10-12 [8813]**

**2.5 credits**

**State Course Code [04249]**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit if not used to fulfill the Financial Literacy requirement.**

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.**

**Investing**

**Elective Grades 10-12 [8823]**

**2.5 credits**

**State Course Code [12107]**

**This course fulfills the state requirement of 2.5 credits of Financial, Economic, Business, & Entrepreneurial Literacy.**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit if not used to fulfill the Financial Literacy requirement.**

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.

**Advanced Placement (AP) Microeconomics and Macroeconomics**  
**Elective Grades 11-12 [8860]**

**5 credits**  
**State Course Codes [04203 / 04204]**

**PREREQUISITES:** A- in Advanced level (or higher) Math, English, or Social Studies class **AND** Teacher Recommendation from teacher of that course.

**This course fulfills the state requirement of 2.5 credits of Financial, Economic, Business, & Entrepreneurial Literacy.**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit if not used to fulfill the Financial Literacy requirement.**

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.

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.

**Marketing I**  
**Elective Grades 9-12 [8833]**

**2.5 credits**  
**State Course Code [04249]**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

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. Membership in Distributive Education Clubs of America (DECA) is an integral part of the Marketing curriculum.

**Marketing II**  
**Elective Grade 9-12 [8843]**

**2.5 credits**  
**State Course Code [04249]**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

**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.

**Structured Learning Experience: Careers**  
**Elective Grade 12 [8898]**

**5 credits**  
**State Course Code [04248]**

As part of the Structured learning Experience (SLE), students may participate in supervised, occupation-based, educational experiences. These experiences are designed to expose students to the inherent requirements and

responsibilities of specific careers. Additionally, students have the opportunity to utilize and develop professional decision-making skills.

SLE opportunities *may or may not* include some remuneration for the student. Experiences may include, but are not limited to job shadowing, work-study, cooperative education, internships, apprenticeships, and concurrent enrollment.

**Accounting**  
**Elective Grades 9-12 [8883]**

**2.5 credits**  
**State Course Code [04249]**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

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.

**Entrepreneurship**  
**Grades 11-12 [8847]**

**2.5 credits**  
**State Course Code [12053]**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

***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.***

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

This semester course is designed for students who want to build upon their current knowledge of Economics, Marketing, Accounting, Investing, etc., 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, and will culminate with a written business plan and presentation. The course curriculum will guide the development of the final presentation, encompassing five main areas of study: (1) Business Opportunity Recognition, (2) Marketing, (3) Financials, (4) Management of Operations and (5) Strategy. The curriculum will include case studies, guest speakers, and possible field trips and communications with the local business community.

**Introduction to Business**  
**Grades 9-10 [8802]**

**2.5 credits**  
**State Course Code [12051]**

**This course is offered as a 21<sup>st</sup> Century Life & Career Education credit.**

This course is available to all students, with an emphasis on earlier grades as appropriate. 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.

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.

**This course *does not* satisfy the requirements for the Financial Literacy elective.**

## **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 Levelled**

**These courses are offered as 21<sup>st</sup> 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.

## GLEN ROCK HIGH SCHOOL SCHEDULING WORKSHEET

Your scheduling appointment (20 minutes) is: DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ COUNSELOR:  
\_\_\_\_\_

### Compute Your Credits and College Units\* Earned:

Credits earned as a freshman: \_\_\_\_\_

Credits earned as a sophomore: \_\_\_\_\_

Credits earned as a junior: \_\_\_\_\_

Credits earned as a senior: \_\_\_\_\_

### COUNSELING DEPARTMENT PRE-SCHEDULING INSTRUCTIONS

Take the following steps **BEFORE** meeting with your counselor:

1. Read through the **Program of Studies** and discuss course options with your parents and teachers.
2. Check that you meet all course prerequisites prior to enrollment.
3. Carefully review graduation requirements, your credit accrual, college (Carnegie Units) units, and the entrance requirements for all post-secondary educational institutions that you are considering.
4. Enter on the worksheet area below the courses (course number also) you plan to take next year. See reverse side of this sheet for a consolidated course-offering list.
5. Bring this worksheet with you to your scheduling appointment.

### GRADUATION REQUIREMENTS SCHEDULE WORK AREA

**You must earn a minimum of 130 credits *and* have passing scores on a locally developed assessment.**

Required Credits	School Year Completed	Next Year's Choices
English – 20 credits		
Mathematics – 15 credits		
World Language – 10 credits		
Science – 18 credits		
Social Studies – 15 credits		
Phys. Ed. / Health – 5 credits per year		
Fine / Performing Arts – 10 credits		
21st Century Life & Careers Education – 5 credits		
Financial, Econ., Business & Entrep. Literacy – 2.5 credits		
Additional credits in either and academic or vocational/ cooperative educational program		

#### NOTE - PLEASE BE REMINDED:

**The school reserves the right to cancel courses due to insufficient enrollment or staffing changes.**

Once the master schedule is finalized, no student will be permitted to transfer from one level of a course or change from one course offering to an equivalent prior to the summer scheduling change window. Additionally, no student will be permitted to withdraw from any class if the withdrawal results in a course (section) cancellation. Minimum class (section) size will be fifteen students, except for those mandated by law or Board Policy.

# NOTES