

Ridgefield Park  
Junior-Senior  
High School



Program of Studies  
2023 — 2024

**RIDGEFIELD PARK JUNIOR-SENIOR HIGH SCHOOL  
1 OZZIE NELSON DRIVE, RIDGEFIELD PARK  
NEW JERSEY 07660**

**HIGH SCHOOL PRINCIPAL'S MESSAGE**

Dear Scarlets,

This Program of Studies contains important information to help you chart your course through high school and beyond. As a public school in the State of New Jersey, there are requirements you must meet in order to graduate; all of which are outlined here. Take the time to familiarize yourself with these and review them yearly with your parents and guidance counselor to ensure you are on the path to graduation.

Additionally, we are proud to offer a variety of elective classes which provide learning opportunities for growth, career exploration, and finding your passion! Whether the fine arts, world languages, business classes or AP opportunities, there is something for everyone here in Ridgefield Park Junior-Senior High School.

Wishing you a successful and fruitful academic journey with us!

Mrs. Melissa M. Cavins, Principal  
Ridgefield Park Junior-Senior High School

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of the Village of Ridgefield Park

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**Supervisors**

Mrs. Alicia Armental - *Mathematics/Science*  
TBD - *Business, Family & Consumer Science, Art, Technology, Music, CTE*  
Mrs. Jamie Hasselberger- *School Counseling*  
Mr. John Hayes - *Special Education*  
Mrs. Corine Perrone - *English Language Arts/Social Studies*  
Mrs. Susana Rodriguez –*World Language/ESL/BSI*

**School Counseling Department**

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Mrs. Aileen DiMeola, *School Counselor*  
Ms. Suzanne Hemedda, *School Counselor*  
Mrs. Stacey Kopec, *School Counselor*  
Ms. Debra Pinto, *School Counselor*  
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## Graduation Requirements

A student shall be required to earn 125 credits to graduate from Ridgefield Park Junior-Senior High School. To meet credit requirements, all students in grades 9 and 10 are required to take eight subjects each year, and students in grades 11 and 12 are required to take at least seven subjects each year. Included within the required number of credits are the following state and local requirements:

- English (4 years) 20 credits
- Physical Education/Health/Safety (4 years) 20 credits
- Social Studies (3 years) 15 credits
- Mathematics\* (3 years) 15 credits
- Science\*\* (3 years) 15 credits
- World Language (2 years) 10 credits
- Visual and Performing Arts 5 credits
- Technology 5 credits
- Financial Literacy (½ year) 2.5 credits
- 21<sup>st</sup> Century Life & Careers or Career Technical Education\*\*\* 5 credits
- Community Service \*\*\*\* (30 hours) 2.5 credits

\*Students must take Algebra, Geometry, and a third course that builds on those skills. Courses that meet this requirement are listed under Mathematics on page 9 of this document.

\*\*Students must take three lab science courses.

\*\*\*Courses that meet this requirement are listed under Family & Consumer Science, Technology Education, and Business Education.

\*\*\*\* Community Service is required of all grade 9 – 11 students. A total of 30 hours of service needs to be completed by the end of grade 11. This equates to 10 hours of service per year.

## Classes of 2023–2025 High School Graduation Assessment Requirements

Class of 2024 and 2025 (Updated May 2023)

[https://www.nj.gov/education/assessment/requirements/2023\\_2025.shtml](https://www.nj.gov/education/assessment/requirements/2023_2025.shtml)

On May 3, 2023, the State Board of Education approved the graduation ready cut score for the ELA and mathematics components of the NJGPA, as well as the menu of alternative assessments and aligned cut scores.

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023–2025.

### English Language Arts and Literacy (ELA)

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

- Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

### Mathematics

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

- Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

### INFORMATION FOR STUDENTS WITH DISABILITIES

Under the Individuals with Disability Education Act (IDEA), all students with disabilities must be included in all general state and district-wide assessments. IEPs of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway. Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs. It is the responsibility of the student's IEP team to ensure that the IEP is implemented as written, including components addressing state graduation assessment requirements.

IEP teams should reserve the exemption of the statewide assessment graduation requirement for students with significant intellectual disabilities and for students with disabilities who have

made repeated unsuccessful attempts to meet statewide assessment requirements through New Jersey Graduation Proficiency Assessment, a substitute competency test, or a student portfolio appeal. Districts are encouraged to begin convening meetings of the student’s IEP team when the student is in grade 9, or as early as possible. The IEP team includes the student, and the student’s parent(s)/guardian(s) to discuss the student’s specific graduation requirements.

Questions about IEP components concerning graduation assessment requirements should be directed to the Office of Special Education Policy and Dispute Resolution at [oseinfo@doe.nj.gov](mailto:oseinfo@doe.nj.gov).

### **FIRST PATHWAY**

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

First Pathway—NJGPA

Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023

<b>ELA</b>	<b>Mathematics</b>
New Jersey Graduation Proficiency Assessment—ELA $\geq$ 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment—Mathematics $\geq$ 725 (Graduation Ready)

### **SECOND PATHWAY**

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

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

Second Pathway—Menu of Substitute Competency Tests

**Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023**

ELA	Mathematics
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>● ACT Reading <math>\geq 17</math></li> <li>● Accuplacer WritePlacer <math>\geq 5</math></li> <li>● Accuplacer WritePlacer English Second Language <math>\geq 4</math></li> <li>● PSAT10 Evidence Based Reading and Writing (EBRW) <math>\geq 420</math></li> <li>● PSAT10 Reading <math>\geq 21</math></li> <li>● PSAT/NMSQT EBRW <math>\geq 420</math></li> <li>● PSAT/NMSQT Reading <math>\geq 21</math></li> <li>● SAT EBRW <math>\geq 450</math></li> <li>● SAT Reading <math>\geq 23</math></li> </ul>	<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>● ACT Math <math>\geq 17</math></li> <li>● Accuplacer Elementary Algebra <math>\geq 49</math></li> <li>● Accuplacer Next-Generation QAS <math>\geq 250</math></li> <li>● PSAT10 Math Section or PSAT/NMSQT Math Section <math>\geq 420</math></li> <li>● PSAT10 Math or PSAT/NMSQT Math <math>\geq 21</math></li> <li>● SAT Math Section <math>\geq 440</math></li> <li>● SAT Math Test <math>\geq 22</math></li> </ul>

**THIRD PATHWAY**

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

Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.

Third Pathway—Portfolio Appeals

ELA	Mathematics
<p><b>Meet the criteria of the NJDOE Portfolio Appeal for ELA</b></p>	<p><b>Meet the criteria of the NJDOE Portfolio Appeal for Math</b></p>

## NCAA REQUIREMENTS

### ATHLETICS AND COURSE SELECTIONS

#### Development of the Student Athletes:

Athletics can play a very important role in a student's school life. The personal rewards, accomplishments and satisfactions are enormous. For those students who are able to compete in the area of school sports, there needs to be a balance between academic and athletic success. It is the goal of faculty and administration to foster the development of student athletes. With this in mind, preparation for NCAA eligibility and the possibility of participating in college athletics, all students need to adhere to certain requirements when selecting courses of study. All students who participate in interscholastic sports at Ridgefield Park Junior-Senior High School need to conform to District and State (NJSIAA) requirements of credits passed. Ridgefield Park requires students to pass 30 credits per year.

### NCAA CLEARINGHOUSE ELIGIBILITY

Listed below are the NCAA requirements for athletic eligibility. **It should be noted that some colleges and universities have more difficult requirements than those required for athletics. All student athletes must complete 16 Core courses to be eligible to participate in NCAA Division I or Division II sports.** See your counselor for those requirements at specific institutions.

- **Graduation from High School**

You should apply for certification after your junior year in high school if you are positive that you want to participate in intercollegiate athletics as a freshman in a Division I or Division II School. The NCAA Clearinghouse will issue a preliminary certification report after you have submitted all of your materials (official 6 semester transcript SAT or ACT scores, student release form, and fee). If a member institution requests your eligibility status after graduation, the Clearinghouse will review your final transcript and proof of graduation to make a final certification decision according to NCAA standards.

- **Earn a grade point average of at least 2.00 (on a 4.00 non-weighted scale)**

Earn a grade point average of at least 2.00 (on a 4.00 scale) in a core curriculum of at least 16 academic courses which were successfully completed during grades 9 – 12. Only courses listed as approved on your high school's "List of NCAA Approved Core Courses" (formerly 48-H) can be used to calculate your NCAA GPA. No special values are allowed for "plus" or "minus" grades. The chart on the next page indicates the number of years of NCAA courses that must be completed.

**CORE UNITS REQUIRED FOR NCAA CERTIFICATION**

<b>REQUIREMENT</b>	<b>DIVISION I</b>	<b>DIVISION II</b>
<b>English Core</b>	<b>4 years</b>	<b>3 years</b>
<b>Math Core</b>	<b>3 years</b>	<b>2 years</b>
<b>Science Core (including at least one year of lab science if offered)</b>	<b>2 years</b>	<b>2 years</b>
<b>Social Science Core</b>	<b>2 years</b>	<b>3 years</b>
<b>From English, Math or Science</b>	<b>1 year</b>	<b>2 years</b>
<b>Additional Core: English, Math Science, Social Science, World Language, Philosophy, Non-doctrinal religion</b>	<b>4 years</b>	<b>4 years</b>
<b>TOTAL CORE UNITS REQUIRED</b>	<b>16</b>	<b>16</b>

Taking Core classes is not, in itself, a guarantee that one will be admitted into the college of his/her choice. Maintaining both a strong course load and a 3.0 grade point average greatly increase a student's chances of being accepted into the more competitive colleges.

To find out more about the new NCAA Division I or Division II increases, visit the following websites:

- [NCAA Home Page](#)
- [Approved Courses at RPJSHS \(CEEB: 311305\)](#)
- [NCAA Eligibility Center \(Clearinghouse\)](#)
- [NCAA Eligibility Resources](#)

Please call the NCAA Eligibility Center if you have questions:  
Toll-free number: 1-877-262-1482.

### **GRADING SYSTEM**

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	65-69
B	83-86	F	0-64
B-	80-82		

### **HONOR ROLL**

To qualify for the Honor Roll, a student must earn all As and Bs in each of his/her classes. To qualify for the High Honor Roll, a student must earn all As and no more than one B.

### **GPA & RANK**

Grade Point Averages are based on a simple 4.0 scale. Rank is based on an adjusted GPA. Courses are assigned quality points based on level. Adjusted GPAs are based on a 5.0 scale. If you have any questions on adjusted GPAs, please see your guidance counselor.

Scholars courses (weight .25)

Honors courses (weight .5)

Advanced Placement courses (weight 1.0)

### **Dual Enrollment & FDU Middle College Program**

Ridgefield Park Jr-Sr High School currently has a partnership with two institutions of higher learning, Bergen Community College and Fairleigh Dickinson University. The articulation agreement allows students to receive college credits for classes they are taking at our school. Any student enrolled in an approved course may register with the college, at a cost to the student, and earn credits at the college. Credits can be applied to a degree at the college or transferred to the college or university of their choosing. Credits do not transfer automatically, and not all credits are transferable. Speak to your school counselor for more information.

### **Early College Program**

Ridgefield Park Jr-Sr High School, in coordination with Bergen Community College (BCC), will offer 11<sup>th</sup> grade students the opportunity to concurrently earn an Associates Degree, while also meeting the requirements to obtain a New Jersey high school diploma. Students in the **Early College Program** will have earned an Associates degree of highly transferable college credits at a minimal cost to their families. This innovative program beginning junior year strives to increase post-secondary opportunities and challenge our most dedicated pupils. Ambitious students will experience the rigors of college courses and engage in collegiate discourse alongside BCC students, under the guidance and supervision of the Ridgefield Park Jr-Sr High School staff.

We believe that enrollment within this program will provide an excellent opportunity for our students to get a jumpstart on their post-secondary endeavors, while still having the ability to fully participate in all high school activities and athletics.

An information session will be held for interested students and parents. During that presentation, the requirements for the Early College Program will be available: a sample Early College Program schedule will be shared, as well as, an Early College Program Application. If you should have any questions in the meantime, please contact the Guidance Department at 201-807-2655.

**2023-2024  
GRADES 7 & 8 COURSE OFFERINGS**

<b>Course</b>	<b>Grade Level</b>
<b>Visual Arts</b>	
Art 8	8
<b>Performing Arts</b>	
Band 7/8	7/8
Chorus 7/8	7/8
Music Sectional (full year pull-out)	7/8
<b>Cycle Courses</b>	
Cycle 7 (One Marking Period Each)	7
Introduction to Studio Art	
Computer Skills 7	
Technology Education	
Public Speaking 7	
Cycle 8 (One Marking Period Each)	8
Computer Skills 8	
Introduction to Music 8	
Introduction to Woodworking	
Research Development 8	
<b>Language Arts</b>	
English 7	7
Honors English 7	7
Language Arts Development 7	7
English 8	8
Honors English 8	8
Language Arts Development 8	8

2023-2024  
**GRADES 7 & 8 COURSE OFFERINGS**

<b>Course</b>	<b>Grade Level</b>
<b>Mathematics</b>	
Math Performance Strategies 7	7
Math 7	7
Honors Math 7	7
Math Performance Strategies 8	8
Math 8	8
Honors Algebra I	8
<b>Physical Education</b>	
Physical Education, Health 7	7
Physical Education, Health 8	8
<b>Science</b>	
Science 7	7
Honors Science 7	7
Science 8	8
Honors Science 8	8
Robotics	8
<b>Social Studies</b>	
Civics 7	7
Honors Civics 7	7
World History I	8
Honors World History I	8
<b>World Language</b>	
Spanish 7	7/8
Italian 7	7/8
Spanish 8	7/8
Italian 8	7/8
ESL I	7-12
ESL II	7-12
ESL III	7-12
ESL IV	7-12

**2023-2024**  
**GRADES 9 – 12 Course Offerings**

<b>Course</b>	<b>Credits</b>	<b>Grade</b>	<b>Prerequisites</b>
<b>Visual Arts</b>			
Art I	5	9-12	
Art II	5	10-12	Art I
Art III	5	11-12	Art II
Honors Art	5	11-12	95 Average in previous Art classes & Teacher Recommendation
Graphics Design I	5	9-12	
Graphics Design II	5	10-12	Graphics Design I
Graphics Design III	5	11-12	Graphics Design II
Portfolio Prep	5	12	Art I, II and III
AP Studio Art Portfolio	10	11-12	Art I, II, and Teacher Recommendation
AP Studio 2-D Design	10	11-12	Art I, II, and Teacher Recommendation
AP Studio 3-D Design	10	11-12	Art I, II, and Teacher Recommendation
Digital Photography	5	11-12	
<b>Performing Arts</b>			
Band	5	9-12	Ability to Play an Instrument
Band Workshop	2.5	9-12	Ability to Play an Instrument
Chorus	5	9-12	
Chorus Workshop	2.5	9-12	
Music Production	5	9-12	
Music Sectional	1	9-12	
<b>Family &amp; Consumer Science</b>			
Creative Cooking I	5	9-12	
Creative Cooking II	2.5	10-12	Creative Cooking I
Creative Cooking III	2.5	10-12	Creative Cooking II
<b>Technology Education</b>			
Introduction to Engineering Design	5	9-12	
Advanced Engineering Design	5	10-12	Intro to Engineering
Introduction to Woodworking Technology	5	10-12	
Introduction to Woodworking Technology II	5	11-12	Intro to Woodworking Tech
Home Improvements	2.5	9-12	
Technical Fabrication & Problem Solving	5	9-12	

**2023-2024**  
**GRADES 9 – 12 Course Offerings**

<b>Course</b>	<b>Credits</b>	<b>Grade</b>	<b>Prerequisites</b>
<b>Business Education</b>			
Personal Financial Literacy	2.5	9-12	
Introduction to Business <i>(Dual Enrollment)</i>	5	9-12	
Business Marketing <i>(Dual Enrollment)</i>	5	10-12	
Honors Business Management <i>(Dual Enrollment)</i>	5	10-12	Introduction to Business
College Prep Accounting <i>(Dual Enrollment)</i>	5	10-12	2 years of Scholars Math
Investing for Tomorrow	5	11-12	
Computer Tech & Literacy I	5	9-12	
<b>Language Arts</b>			
English I	5	9	
Scholars English I	5	9	
Honors English I	5	9	Teacher recommendation
English II	5	10	
Scholars English II	5	10	
Honors English II	5	10	Teacher recommendation
English III	5	11	
Scholars English III	5	11	
Honors English III	5	11	Teacher recommendation
English IV	5	12	
Scholars English IV	5	12	
Honors English IV	5	12	Teacher recommendation
AP English Language & Comp	5	11/12	Teacher recommendation
AP English Literature & Comp	5	11/12	Teacher recommendation
Drama	5	9-12	
Media Workshop	5	11-12	Teacher recommendation
Journalism	5	9-12	
Creative Writing	5	9-12	

**2023-2024**  
**GRADES 9 – 12 Course Offerings**

<b>Course</b>	<b>Credits</b>	<b>Grade</b>	<b>Prerequisites</b>
<b>Mathematics</b>			
Honors Algebra 1	5	9	Algebra 8 or Supervisor approval
Algebra I	5	9	
Scholars Algebra I	5	9	
Geometry	5	10	Algebra 1
Scholars Geometry	5	9-10	Scholars Algebra I or Algebra 8
Honors Geometry	5	9-10	Scholars Algebra I or Algebra 8
Algebra II	5	11-12	Algebra I and Geometry
Intermediate Algebra	5	11-12	Algebra 1 and Geometry
Scholars Algebra II	5	10-11	Scholars Algebra I and Scholars Geometry
Honors Algebra II	5	10-11	Scholars Alg. I and Honors or Scholars Geometry
Pre-Calculus	5	11-12	Honors or Scholars Algebra II
Calculus	5	12	Pre-Calculus
AP Calculus	5	12	Pre-Calculus
Computer Programming I	5	9	Scholars Algebra I or Algebra 8
Advanced Algebra with Financial Applications	5	11-12	Algebra 2 or completed math requirement
***Classes that will satisfy 3 <sup>rd</sup> year of mathematics are: Intermediate Algebra, Scholars/Honors Algebra II, Pre-Calculus, and Calculus.			

**Science**

Biology	5	9	
Scholars Biology	5	9	
Honors Biology	5	9	Scholars Algebra I or can be taken concurrently
Chemistry	5	10	Biology
Scholars Chemistry	5	10	Biology/Scholars Algebra I
Honors Chemistry	5	10	Scholars Biology/Scholars Algebra I
Physical Science	5	11-12	Chemistry/Algebra
Scholars Physics	5	11-12	Chemistry/Scholars Algebra II or can be taken concurrently
AP Physics 1	5	11-12	Scholars Chemistry/Scholars Algebra II or can be taken concurrently
Anatomy & Physiology	5	12	Scholars Biology/Scholars Chem./Scholars Phys.
AP Computer Science	5	11-12	Computer Programming I
Forensic Science	2.5	11-12	
Launching Into Aviation	2.5	9-12	
Exploring Aviation & Aerospace	2.5	9-12	

**2023-2024**  
**GRADES 9 – 12 Course Offerings**

<b>Course</b>	<b>Credits</b>	<b>Grade</b>	<b>Prerequisites</b>
<b>Social Studies</b>			
World History II	5	9	
Scholars World History II	5	9	
Honors World History II	5	9	
United States History I	5	10	
Scholars US History I	5	10	
Honors US History I	5	10	
United States History II	5	11	
Scholars US History II	5	11	
Honors US History II – <i>(Dual Enrollment)</i>	5	11	
AP World History	5	9	Teacher recommendation
AP United States History	5	11	Teacher recommendation
Psychology <i>(Dual Enrollment)</i>	5	11-12	
AP Psychology	5	12	Teacher recommendation
AP European History	5	12	Teacher recommendation
History of Intolerance and Prejudice <i>(Dual Enrollment)</i>	5	11-12	
Sociology <i>(Dual Enrollment)</i>	5	11-12	
Child Development <i>(Dual Enrollment)</i>	5	11-12	
<b>Physical Education/Health</b>			
Physical Education 9	3.75		
Freshman Health	1.25	9	
Physical Education 10	3.75		
Driver Theory	1.25	10	
Physical Education 11	3.75		
Junior Health	1.25	11	
Physical Education 12	3.75		
Senior First Aid	1.25	12	

**2023-2024**  
**GRADES 9 – 12 Course Offerings**

<b>Course</b>	<b>Credits</b>	<b>Grade</b>	<b>Prerequisites</b>
<b>World Language</b>			
Spanish I	5	9-12	
Italian I	5	9-12	
Spanish II	5	9-12	
Italian II	5	9-12	
Spanish III <i>(Dual Enrollment)</i>	5	10-12	
Italian III <i>(Dual Enrollment)</i>	5	10-12	
Spanish IV	5	11-12	
Italian IV <i>(Dual Enrollment)</i>	5	11-12	
AP Spanish	5	11-12	Supervisor approval
AP Italian	5	11-12	Supervisor approval
Spanish Lit/Grammar I	5	9-12	
Spanish Lit/Grammar II	5	9-12	
Spanish Lit/Grammar III	5	9-12	
Hispanic Art & Culture <i>(Dual Enrollment)</i>	5	11-12	
ESL I	10	9-12	
ESL II	10	9-12	
ESL III	10	9-12	
ESL IV	10	9-12	

## **VISUAL ARTS**

### **Art 8**

Grade Level: 8                      Length of Course: One Year

Selecting to take Art for the entire year is an excellent choice for 8<sup>th</sup> graders that wish to enhance their artistic potential before entering Art I. In 8<sup>th</sup> grade Art, students will be introduced to the basic fundamentals of artistic production while learning to enhance their abilities to be creative and original. At the same time, students will be exposed to significant art history movements and be introduced to the multiple techniques and mediums of artistic production. They will also familiarize themselves with the school's art program and see what it has to offer in the future.

### **Art I**

Grade Level: 9-12                      Length of Course: One Year                      Weight: 0                      Credits: 5

Art I will focus heavily on the basics of artistic production. Students will thoroughly explore multiple techniques and mediums while learning the principles of composition and design. Emphasis will be placed on color theory and on how to render a subject from life or photograph. Art I is geared to help students learn how to reach their artistic potential while allowing them to explore if they wish to continue in the art program.

### **Art II**

Grade Level: 10-12                      Length of Course: One Year                      Weight: 0                      Credits: 5

Prerequisite: Art I

Art II is for students that have successfully completed Art I and wish to pursue their art education. The course will introduce the more advanced fundamentals of artistic production and teach students how to use their creative thinking abilities as they relearn to relate with subject matter. Projects will explore, and in some instances, pattern significant art movements and/or historical artists. Most importantly, the class will focus heavily on the difference between rendering and creating original art. Students should be advised that Art II is more demanding than Art I, and that students will be required to work on assignments outside of the classroom.

### **Art III**

Grade Level: 11, 12                      Length of Course: One Year                      Weight: .25                      Credits: 5

Prerequisite Art II

New mediums and even further advanced techniques of artistic production will be explored in Art III as content matter will cater towards the highly advanced art student. Art history will be studied as well as its reflection on society. In addition, this class will focus on the importance of self-expression, creative thinking and art analysis. Critiques will be conducted and students will focus heavily on the difference between the skill of rendering and the process of creating art. Students must have completed Art I and Art II before electing to take Art III. Students should be advised that they will be assigned weekly sketchbook assignments and they will need to devote out of school time to complete art projects. Art III is a great course for the serious art student.

### **Honors Art**

Grade Level: 11, 12                      Length of Course: One Year                      Weight: .25                      Credits: 5

Prerequisite: Art I and Art II

Honors Art is an option for students who have demonstrated outstanding artistic skill and a strong academic work approach for an extended length of time in the art classes offered at the Ridgefield Park Junior-Senior High School. Students must have completed Art I and Art II with an average of 95 or greater to be considered for acceptance into Honors Art. Projects will be very challenging in every aspect of artistic production, originality and creative thought. Students will be required to devote additional time out of the classroom to complete the demanding art projects. In addition, students will be required to submit a weekly sketchbook. Department approval is needed to enroll in Honors Art.

**AP Studio Art Portfolio**

Grade Level: 11, 12      Length of Course: One Year      Weight: 1      Credits: 5

Prerequisite: Art I, Art II, and Teacher Recommendation

AP Studio Art Drawing Portfolio offers students the opportunity to create a drawing portfolio that is rich in quality, concentration, and depth. Through extensive interaction, students will be given the guidance and resources to develop their personal work and demonstrate mastery of concept, composition and application of media techniques associated with drawing. AP Art is for students wishing to create a portfolio of visual works for application to school or art related fields.

**AP Studio 2-D Design**

Grade Level: 11, 12      Length of Course: One Year      Weight: 1      Credits: 5

Prerequisite: Art I, Art II, and Teacher Recommendation

**AP Studio 3-D Design**

Grade Level: 11, 12      Length of Course: One Year      Weight: 1      Credits: 5

Prerequisite: Art I, Art II, and Teacher Recommendation

**Graphic Design I**

Grade level: 9-12      Length of Course: One Year      Weight: 0      Credits: 5

Students will learn the elements and principles of design using the computer as a medium. They will develop basic skills in Adobe software focusing mainly on Photoshop, with an emphasis on formal training in these applications. Original work, demonstrating technical and design skills, as well as written testing are critical in assessing student achievement.

**Graphic Design II**

Grade Level: 10- 12      Length of Course: One Year      Weight: .25      Credits: 5

Prerequisite: Graphic Design I

Students will study advanced techniques in Adobe programs, focusing namely on Illustrator. Using proficiency in Illustrator and Photoshop, they will concentrate on solutions to design problems. These problems may be teacher designed or be related to the needs of the school or community. Students will produce posters, signs, page layouts, and other graphics. Students will demonstrate an understanding of the significance of design and its relationship to culture both as a force and reflection of social change. Emphasis will be on workplace readiness for the graphic design profession.

**Graphic Design III**

Grade Level: 11-12      Length of Course: One Year      Weight: .25      Credits: 5

Prerequisite: Graphic Design I and II

This course is aimed at serious graphic design students, looking to develop a portfolio and advance in the field professionally. In this course, students will study and apply the elements and principles of design, as well as study Typography more intensely. Students will also begin using Adobe Indesign for page layout. Using their proficiency in these applications, students will concentrate on solutions to design problems and demonstrate an understanding of the significance of design and its relationship to culture, both as a force and a reflection of social change. Emphasis will be on workplace readiness for the graphic design professional.

**Digital Photography**

Grade Level: 11, 12      Length of Course: One Year      Weight: 0      Credits: 5

This course is for serious students interested in learning about digital photography as a form of art. The main emphasis of the course will be placed on creating photographic artwork through the proper use of digital cameras and relevant computer software. Also, material from the early days of photography will be studied, as well as the presence of digital photography in our culture today. This is an elective course and fulfills the visual art requirement.

## **PERFORMING ARTS**

### **Band**

Grade Level: 7-12                      Length of course: One Year                      Weight: 0                      Credits: 5

(No Credit for Grades 7/8) Prerequisite: Ability to play an instrument

The band course offers students the opportunity to increase their skills and understanding of various styles of music through participation in large ensembles and instrument classes. This experience will enable the students to develop a natural, confident and poised stage presence through participation in rehearsals and performances both within and outside the school setting. Playing an instrument is a prerequisite for Band Class. Music Sectional Class must be taken in conjunction with Band Class.

### **Band Workshop**

Grade Level: 9-12                      Length of Course: Half Year                      Weight: 0                      Credits: 2.5

Prerequisite: Ability to play an instrument

This course offers students the same opportunities as the full-year Band. It was created to accommodate students who need to take other half-year courses to fulfill academic requirements. Playing an instrument is a prerequisite for Band Workshop. Music Sectional Class must be taken in conjunction with Band Workshop.

### **Chorus**

Grade Level: 7-12                      Length of Course: One Year                      Weight: 0                      Credits: 5

(No Credit for Grades 7/8)

The Chorus class offers the opportunity to increase musical skills and understanding by participating in a vocal ensemble. Students will also develop confidence and poise through public performances encompassing a variety of musical styles. Student attendance is mandatory for the three musical performances—the Holiday Concert, Spring Arts Festival and the Spring Concert and will be reflected in the student's grade.

### **Chorus Workshop**

Grade Level: 9-12                      Length of Course: Half Year                      Weight: 0                      Credits: 2.5

This course offers students the same opportunities as the full-year Chorus. It was created to accommodate students who need to take other half-year courses to fulfill academic requirements.

### **Music Production**

Grade Level: 9-12                      Length of Course: One Year                      Weight: 0                      Credits: 5

### **Music Sectional**

Grade Level: 7-12                      Length of Course: One Year                      Weight: 0                      Credits: 1

(No Credit for Grades 7/8)

This rotating class will be taken in conjunction with Band to separate individual instrument groups for more detailed individualized instruction. This arrangement, which also may be taken without the scheduled Band or Chorus class for grades 7-12, allows for instrumental music instruction for one period a week on a rotating basis.

## **FAMILY AND CONSUMER SCIENCE**

### **Creative Cooking I**

Grade Level: 9-12                      Length of Course: One Year                      Weight: 0                      Credits: 5

Students learn the latest information about nutrition and diet to maintain good health in today's active world. Basic techniques and creative skills in food preparation are emphasized. Students are encouraged to develop their decision-making and critical thinking skills to solve practical everyday problems.

### **Creative Cooking II & III**

Grade Level: 10-12                      Length of Course: One Year                      Weight: .25                      Credits: 5

Prerequisite: Creative Cook I

Creative Cooking II is designed to expand student's knowledge of foods, nutrition and health. This course presents information in a wide variety of topics including: cultural diversity, food customs, food preparation, and nutrition for people on the go, wellness, and weight management.

## **TECHNOLOGY EDUCATION**

### **7<sup>th</sup> Grade Technology Education Cycle**

Grade Level: 7                      Length of Course: Marking Period

In the seventh grade technology course, students will use LEGO Dacta kits to practice problem solving and creative thinking skills related to simple and complex machines. Emphasis will be placed on the integration of math and science with technology. Students will be paired with their peers and complete the majority of the classwork in small groups. Assessment will be done through quizzes and tests as well as class participation and weekly class work grades.

### **8<sup>th</sup> Grade Introduction to Woodworking Cycle**

Grade Level: 8                      Length of Course: Marking Period

Students will begin an exploration into the field of woodworking. They will construct their first project from rough sketch through hand buffed finish using hand tools. Safe use of the shop's power tools and machines will be emphasized. The final project will be of student choice and will utilize the skills acquired during the 9 week course.

### **Home Improvements**

Grade Level: 9-12                      Length of Course: Half Year                      Weight: 0                      Credits: 2.5

Students will learn basic repairs and maintenance of a home. Minor electrical repairs, plumbing, flooring, sheetrock repairs and installation of hardware are a sample of the activities in which students will participate.

### **Technology Fabrications & Problem Solving**

Grade Level: 9-12                      Length of Course: One Year                      Weight: 0                      Credits: 5

What is required to develop a new product? This class will design, build, and various technological problems using a hands-on approach. Students will use the design process to conceive, draw, prototype, test, and modify plans. The final designs will be fabricated in wood. Students will learn safe use of required tools and machines. Projects and concepts to be covered will include general woodworking skills and safety techniques, small group problem solving, technology and design, and the CO<sub>2</sub> Race Car Design Challenge. *(Formerly Exploring Industrial Arts)*

### **Introduction to Woodworking Technology**

Grade Level: 10-12                      Length of Course: One Year                      Weight: 0                      Credits: 5

This introductory woodworking course acquaints the student with the essential principles of woodworking. Topics include wood technology, use of hand tools, portable power tools and basic machinery. Emphasis is placed on proper technique, safety and shop policies for the woodworking facility. Students are required to complete a series of projects designed to develop primary woodworking skills.

### **Introduction to Engineering Design**

Grade Level: 9-12                      Length of Course: One Year                      Weight: 0                      Credits: 5

IED provides students with opportunities to be creative and to apply their decision-making and problem-solving skills to design problems. Students use powerful computer hardware and software (AutoDesk Inventor) to develop 3-D models or solid renderings of objects. Using a Computer Aided Design System, students learn the product design process through creating, analyzing, rendering and producing a model. They will be challenged to work both alone and in small groups throughout the year on various projects that have been designed to accentuate principles and theories learned in the Math, Science and History classes offered at the high school. The techniques learned and equipment used are state of the art and are currently being used by engineers throughout the United States.

### **Advanced Engineering Design**

Grade Level: 10-12                      Length of Course: One Year                      Weight: .25                      Credits: 5

Prerequisite: Introduction to Engineering Design

This course is a one year course open to all 10<sup>th</sup> through 12<sup>th</sup> graders. It is designed for students who may be considering post secondary training in related areas. This course will provide students with an understanding of residential construction methods, principles, and design fundamentals. Students will prepare working drawings using traditional as well as computer-assisted design (CAD) methods. Students will learn through designing, planning, and developing residential plans and constructing models/prototypes. This course will increase the

students' awareness of both construction and design. As a result of the course students will be able to communicate architectural ideas in an understandable, efficient, and accurate manner through the completion of multiple architectural design projects.

### **Robotics**

Grade Level: 8                      Length of Course: Half Year

Students will be introduced to robotics through multiple resources. This course includes a robotics introduction and using a Robotic Arm, EVO introduction and drawing / block programming, circuit history / SPIKE Prime kit building, movement, and sensors, SPIKE programming: decisions/loops and user-defined blocks/variables

## **BUSINESS EDUCATION**

### **Computer Skills 7**

Grade Level: 7                      Length of Course: Marking Period

This course is designed to introduce basic word processing skills and teach proper keying techniques. Current software will be used to develop proper keying skills. The importance of basic computer skills will be emphasized.

### **Computer Skills 8**

Grade Level: 8                      Length of Course: Marking Period

This course will develop word processing skills and format reports, correspondence, files and tables. Each student will have to produce a research paper according to the accepted format of MLA.

### **Introduction to Business**

Grade Level: 9-12                      Length of Course: One Year                      Weight: 0                      Credits: 5

This course is designed for all students especially those who will continue in the field of business. The course is an overview of the business world and how it affects their lives. Objectives of the course are to make the student understand the importance of business in his life by understanding consumer banking services, functions of money and the economy, living in a global world, business ethics, the purpose of government, income taxes, and the affect of the Internet on consumerism. This course will teach how to be a smarter consumer through knowledge of marketing. (Dual Enrollment)

### **Personal Financial Literacy**

Grade Level: 9                      Length of Course: Half Year                      Weight: 0                      Credits: 2.5

This course prepares the students for the growing need for all citizens to be financially literate, particularly in light of the number of choices they will face in the global economy. This course includes the application of knowledge, skills, and ethical values needed to make sound financial decisions. Incomes, careers, money management and financial responsibility are among the areas that will be covered.

**\*Graduation requirement starting with the Class of 2014**

### **Investing For Tomorrow**

Grade Level: 11- 12                      Length of Course: Full Year                      Weight: 0                      Credits: 5

Students will learn the working of the stock market through a stock market online simulation and will compare stocks with alternative investments. Investments such as a 401K, 403B, and IRA retirement plans are introduced and discussed.

### **College Prep Accounting**

Grade Level: 10-12                      Length of Course: One Year                      Weight: .25                      Credits: 5

Prerequisites: Two Years of Math

This is an introductory course for students who plan to continue their education in the area of accounting and/or business administration. Students analyze entries commonly used in business, general journals, ledgers, financial statements, payroll records, the entire accounting cycle and State and Federal tax returns. Automated accounting software and Excel are used throughout the course. (College Prep Accounting may be taken concurrently with the second year math course.)

### **Computer Technology and Literacy I**

Grade Level: 10-12      Length of Course: One Year      Weight: 0      Credits: 5

This course allows students to further develop their computer skills and learn advanced program tools. Some of the projects include videos using Movie Maker, game development in PowerPoint and advanced portfolio techniques. The skills learned in this course will spell the difference between a good project and a great one.

### **Business Marketing**

Grade Level: 10 -12      Length of Course: One Year      Weight: 0      Credits: 5

Did you ever wonder how businesses get you to buy their products? Are you entertained by those Super Bowl commercials? Introduction to Marketing is a course designed to teach basic marketing concepts and applications. Students will learn about the functions of marketing which include selling, advertising, product development and pricing. Marketing principles in many industries, including sports, entertainment, and fashion will be taught. The Internet will be utilized to gain invaluable insights into current marketing trends. (Dual Enrollment)

### **Honors Business Management**

Grade Level: 12      Length of Course: One Year      Weight: 0      Credits: 5

## **LANGUAGE ARTS**

### **English 7**

Grade Level: 7      Length of Course: One Year

English 7 students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary.

### **Honors English 7**

Grade Level: 7      Length of Course: One Year

This course is designed for students with advanced reading and writing abilities, who are ready for more challenging work. Students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary.

### **Language Arts Development 7 LAD-7**

Grade Level: 7      Length of Course: Half Year

This course is designed to help better prepare our students for state mandated testing by offering additional practice in the areas of reading and writing. Students will learn to write effectively on various types of writing, including argumentative, narrative, and research based essays. Students will also read a variety of novels and genres in order to develop both literal and inferential reading skills.

### **English 8**

Grade Level: 8      Length of Course: One Year

English 8 students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary.

### **Honors English 8**

Grade Level: 8 Length of Course: One Year

This course is designed for students with advanced reading and writing abilities, who are ready for more challenging work. Students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary.

### **Language Arts Development 8 (LAD 8)**

Grade Level: 8 Length of Course: Half Year

This course is designed to help better prepare our students for state mandated testing by offering additional practice in the areas of reading and writing. Students will learn to write effectively on various types of writing, including argumentative, narrative, and research based essays. Students will also read a variety of novels and genres in order to develop both literal and inferential reading skills.

### **English I NCAA**

Grade Level: 9 Length of Course: One Year Weight: 0 Credits: 5

English I students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary.

### **Scholars English I NCAA**

Grade Level: 9 Length of Course: One Year Weight: .25 Credits: 5

This course is designed for students with good reading and writing abilities, who are ready for more challenging work. Students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary. Furthermore, Scholars English I students will be required to read outside novels, complete a research paper, and participate in more in-depth discussions of subject matter.

### **Honors English I NCAA**

Grade Level: 9 Length of Course: One Year Weight: .5 Credits: 5

This course is designed for students with excellent reading and writing abilities, who are ready for more challenging work. Students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary. Furthermore, Honors English I students will be required to read outside novels, complete a research paper, and participate in more in-depth discussions of subject matter.

### **English II NCAA**

Grade Level: 10 Length of Course: One Year Weight: 0 Credits: 5

English II students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention

will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary.

**Scholars English II    NCAA**

Grade Level: 10                      Length of Course: One Year                      Weight: .25                      Credits: 5

This course is designed for students with good reading and writing abilities, who are ready for more challenging work. Students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary. Furthermore, Scholars English II students will be required to read outside novels, complete a research paper, and participate in more in-depth discussions of subject matter.

**Honors English II    NCAA**

Grade Level: 10                      Length of Course: One Year                      Weight: .5                      Credits: 5

This course is designed for students with excellent reading and writing abilities, who are ready for more challenging work. Students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary. Furthermore, Honors English II students will be required to read outside novels, complete a research paper, and participate in more in-depth discussions of subject matter.

**English III    NCAA**

Grade Level: 11                      Length of Course: One Year                      Weight: 0                      Credits: 5

English III students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary.

**Scholars English III    NCAA**

Grade Level: 11                      Length of Course: One Year                      Weight: .25                      Credits: 5

This course is designed for students with good reading and writing abilities, who are ready for more challenging work. Students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary. Furthermore, Scholars English III students will be required to read outside novels, complete a research paper, and participate in more in-depth discussions of subject matter.

**Honors English III    NCAA**

Grade Level: 11                      Length of Course: One Year                      Weight: .5                      Credits: 5

This course is designed for students with excellent reading and writing abilities, who are ready for more challenging work. Students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization,

and spelling) and to building vocabulary. Furthermore, Honors English III students will be required to read outside novels, complete a research paper, and participate in more in-depth discussions of subject matter.

#### **English IV    NCAA**

Grade Level: 12                      Length of Course: One Year                      Weight: 0                      Credits: 5

English IV students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary.

#### **Scholars English IV    NCAA**

Grade Level: 12                      Length of Course: One Year                      Weight: .25                      Credits: 5

This course is designed for students with good reading and writing abilities, who are ready for more challenging work. Students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary. Furthermore, Scholars English IV students will be required to read outside novels, complete a research paper, and participate in more in-depth discussions of subject matter.

#### **Honors English IV    NCAA**

Grade Level: 12                      Length of Course: One Year                      Weight: .5                      Credits: 5

This course is designed for students with excellent reading and writing abilities, who are ready for more challenging work. Students will use the Language Arts as a means to acquire knowledge for thinking and communicating. Through the study of novels, short stories, poetry, critiques, essays and visual and verbal media presentations, they will enhance writing, reading, verbal, and viewing skills. Students will utilize the writing process (prewriting, drafting, revising, editing, post writing), and develop better reading comprehension and fluency. Special attention will be given to improving Standard English (sentence structure, grammar and usage, punctuation, capitalization, and spelling) and to building vocabulary. Furthermore, Honors English IV students will be required to read outside novels, complete a research paper, and participate in more in-depth discussions of subject matter.

#### **AP Language & Composition    NCAA**

Grade Level: 11 & 12                      Length of Course: One Year                      Weight: 1.0                      Credits: 5

Advanced Placement Language and Composition is a course designed for students who have demonstrated high level reading, writing, and analytical skills. The course offers a challenge to students who have already mastered the basic writing skills an opportunity to develop an advanced level writing style. Students will advance their mastery of reading, writing, and analytical skills through extensive reading, annotation, and analysis of various nonfiction texts - speeches, scholarly articles and other nonfiction texts. Texts are tailored to reflect historical, cultural, social, and philosophical topics, followed by open-ended discussions to synthesize new theories. The program also focuses on the examining of rhetorical elements and application in texts. Special attention is given to the preparation for the AP English Language and Composition exam.

#### **AP Literature & Composition    NCAA**

Grade Level: 11 & 12                      Length of Course: One Year                      Weight: 1.0                      Credits: 5

This course combines the best elements of a college writing class and a college seminar on literature. It is designed for students whose reading, writing, and reasoning abilities are highly developed, who work independently and collaboratively, who are ready for college level challenges, and who are self-motivated, self-disciplined, and self-evaluative. Students must be fluent in all stages of the writing process and must be able to produce revised and edited texts with careful attention to content, organization, sentence structure, and standard written English. Students will also discover, explore, and understand themselves and their world by active engagement with

masterpieces of literature. Special attention is given to the preparation for the AP English Literature and Composition Exam.

### **Drama**

Grade Level: 9-12      Length of Course: Full Year      Weight: 0      Credits: 5

This will be a fun and challenging research, project, and performance-based course, in which students will learn about the history and literature of drama from its origins in world cultures to that of western theater, starting from ancient Greece to the present day. Students will learn about all aspects of drama, including acting, directing, playwriting, lighting, set design, and costume design. Students will also have an opportunity to perform or work behind the scenes both in class and on-stage.

### **Journalism**

Grade Level: 9-12      Length of Course: One Year      Weight: 0      Credits: 5

The primary purpose of Journalism Workshop is to develop and sharpen journalistic skills and abilities. Newspaper production-including writing, editing and layout-is taught and practiced, as students help produce regular editions of the school newspaper, The Scarlet Quill. Students also examine the history and development of journalism in the United States.

### **Public Speaking**

Grade Level : 7      Length of Course: One Marking Period      Weight: 0      Credits: 0

Students will learn public speaking skills. They will practice different forms of public speaking, including informal, informational, persuasive, how-tos, and impromptu speeches. Students will also listen to different public speakers and analyze them.

### **Research Development**

Grade Level : 8      Length of Course: One Marking Period      Weight: 0      Credits: 0

Students will learn about research skills. They will learn how to navigate the wealth of information on the internet and evaluate websites. They will learn how to write an MLA format paper including in-text citations and bibliographies. Students will learn how to incorporate information into writing without plagiarizing

### **Creative Writing**

Grade Level: 9-12      Length of Course: Full Year      Weight: 0      Credits: 2.5

This course is offered to students interested in enhancing their expressive talents in an atmosphere that concentrates solely on writing. Students will work on a variety of writing projects such as poetry, songs, short stories, and novels for the more ambitious.

## **MATHEMATICS**

### **Math Performance Strategies 7**

Grade Level: 7      Length of Course: Half Year

This course is designed to strengthen basic math skills. Math strategies, thinking skills and word problems are all covered in this course to provide our students with a greater opportunity to do well in their math studies and on the NJSLA.

### **Math 7**

Grade Level: 7      Length of Course: One Year

This course is designed to develop mastery of basic operational skills and concepts using a variety of strategies and critical thinking. Problem solving and calculator usage are integrated throughout the course. Estimation, number sense and mental arithmetic exercises are emphasized.

**Honors Math 7**

Grade Level: 7                      Length of Course: One Year

This course is the Honors 7 math course. This course is designed to develop mastery of basic operational and algebraic skills using a variety of strategies and critical thinking. Problem solving and calculator usage are integrated throughout the course. This course provides a bridge from the concrete to the abstract. There is emphasis on precision of language, estimation, logical thinking and problem solving techniques. The rigorous demands of this course are designed for the more capable student.

**Math Performance Strategies 8**

Grade Level: 8                      Length of Course: Half Year

This course is designed to strengthen basic math skills. Math strategies, thinking skills and word problems are all covered in this course to provide our students with a greater opportunity to do well in their math studies and on the NJSLA.

**Math 8**

Grade Level: 8                      Length of Course: One Year

This course is designed to develop mastery of the skills necessary to succeed in high school mathematics. Problem solving strategies, logical reasoning and estimation are emphasized throughout the course. Students are provided the opportunity to apply mathematics in real life situations, recognize and develop patterns and relationships, collect and analyze data and utilize a calculator as an educational tool.

**Honors Algebra I (previously Algebra 8)**

Grade Level: 8-9                      Length of Course: One Year                      Weight: .5                      Credits: 5

This course is based on the elements which are inherent in the nature of mathematics: precision of expression; awareness of a structure that is based on fundamental axioms, laws and definitions; appreciation of deductive proof; care in making and using generalizations; and understanding of such basic concepts as number, variable and function. Some of these topics include the use of signs and symbols to represent various real numbers, polynomials and algebraic fractions, graphing on the coordinate plane, factoring, solving equations and inequalities, solving simultaneous equations and application of algebraic concepts to various word problems.

**Algebra I                      NCAA**

Grade Level: 9                      Length of Course: One Year                      Weight: 0                      Credits: 5

This course is based on the elements which are inherent in the nature of mathematics: precision of expression; awareness of a structure that is based on fundamental axioms, laws and definitions; appreciation of deductive proof; care in making and using generalizations; and understanding of such basic concepts as number, variable and function. Some of these topics include the use of signs and symbols to represent various real numbers, polynomials and algebraic fractions, graphing on the coordinate plane, factoring, solving equations and inequalities, solving simultaneous equations and application of algebraic concepts to various word problems.

**Scholars Algebra I                      NCAA**

Grade Level: 9                      Length of Course: One Year                      Weight: .25                      Credits: 5

This course is based on the elements which are inherent in the nature of mathematics: precision of expression; awareness of a structure that is based on fundamental axioms, laws and definitions; appreciation of deductive proof; care in making and using generalizations; and understanding of such basic concepts as number, variable and function. Some of these topics include the use of signs and symbols to represent various real numbers, polynomials and algebraic fractions, graphing on the coordinate plane, factoring, solving equations and inequalities, solving simultaneous equations and application of algebraic concepts to various word problems.

**Geometry                      NCAA**

Grade Level: 10-11                      Length of Course: One Year                      Weight: 0                      Credits: 5

Prerequisite: Algebra I- Part 2

This course is the study of plane and solid figures and their coordinate applications. This course fosters an understanding of geometry as a mathematical system. The course is designed to provide students with an



**Advanced Algebra with Financial Applications (Financial Algebra)**

Grade Level: 11-12      Length of Course: One year      Weight: .25      Credits: 5

Prerequisite: Algebra 2 or completed math requirement

Financial Algebra is an algebra-based, applications-oriented, technology dependent course. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Pre-calculus, and Calculus under seven financial umbrellas: Banking, Investing and Modeling a Business, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. Students use a variety of problem solving skills and strategies in real-world contexts. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered.

**Pre-Calculus      NCAA**

Grade Level: 11-12      Length of Course: One Year      Weight: .25      Credits: 5

Prerequisite: Scholars Algebra I, Scholars Geometry and Scholars Algebra II or Honors Algebra II

This course continues where Algebra II leaves off, with its further investigation into exponential, logistic, and logarithmic functions, trigonometric functions, analytic trigonometry, applications of trigonometry and limits and continuity. Graphing calculators are used extensively in this course.

**Honors Pre-Calculus      NCAA**

Grade Level: 11-12      Length of Course: One Year      Weight: .5      Credits: 5

Prerequisite: Scholars Algebra I, Scholars Geometry and Honors Algebra II

This course continues where Algebra II leaves off, with its further investigation into exponential, logistic, and logarithmic functions, trigonometric functions, analytic trigonometry, applications of trigonometry, limits and continuity and derivatives. Graphing calculators are used extensively in this course.

**Calculus      NCAA**

Grade Level: 12      Length of Course: One Year      Weight: .5      Credits: 5

Prerequisite: Pre- Calculus

This course is designed as an introduction to the fundamental concepts of analytic geometry and calculus. It develops the concept of limits and further investigates the graphing and analysis of functional relationships. The student learns to find the derivatives of these functions and then how to integrate them. Both differentiation and integration are used to solve problems. The graphing calculator is used on a regular basis.

**AP Calculus      NCAA**

Grade Level: 12      Length of Course: One Year      Weight: 1.0      Credits: 5

Prerequisite: Pre-Calculus

This course develops the concept of limits and applies it to the determination of derivatives of algebraic functions, trigonometric functions and transcendental functions. It then follows with the development of the integrals of these functions. It introduces parametric equations and uses differentiation and integration to solve instantaneous rate of change, length, area, volumes, and motion, maxima and minima problems. It provides the student with experiences appropriate to a college level course in calculus and can enable students to begin their college studies with other than the usual first year math courses. The course prepares students for the AP Calculus AB Examination which is a course requirement.

**Computer Programming I**

Grade Level: 10-12      Length of Course: One Year      Weight: 0      Credits: 5

Prerequisite: Scholars Algebra 1

This course is designed to stimulate students interested in computer science and to provide them with computer literacy. Emphasis is placed on the role of computers in today's society. Students will have hands on experience working with computers utilizing various online development environments.

### **AP Computer Science**

Grade Level:                      Length of Course: One Year                      Weight: 1.0                      Credits: 5

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

## **SCIENCE**

### **Science 7**

Grade Level: 7                      Length of Course: One Year

This course focuses on the life sciences, weather, climate and earth science and introduces students to the laboratory environment. Hands-on experiences develop conceptual understanding and higher order thinking skills.

### **Honors Science 7**

Grade Level: 7                      Length of Course: One Year

This course is designed for high ability, highly motivated students who have the capacity to work independently and in groups. The course focuses on the life sciences, weather, climate and earth science. An emphasis is placed on critical thinking and problem solving. Students are required to work outside the classroom on independent projects.

### **Science 8**

Grade Level: 8                      Length of Course: One Year

Science 8 is an introduction to the basic concepts of chemistry and physics. The course studies the behavior and transformation of matter and energy, as well as the physical laws of nature. Activities are designed to help students understand the principles by which matter behaves. Laboratory skills are further developed with an emphasis on technique and safety.

### **Honors Science 8**

Grade Level: 8                      Length of Course: One Year

Honors Science 8 is designed for high ability, highly motivated students who have the capacity to work independently and in groups. It also includes the study of the behavior and transformation of matter and energy, as well as the physical laws of nature. An emphasis is placed on critical thinking and problem solving. Students are required to work outside the classroom on independent projects.

### **Biology    NCAA**

Grade Level: 9                      Length of Course: One Year                      Weight: 0                      Credits: 5

The Biology program emphasizes an understanding of the basic concepts that provide the framework of the biological sciences. Students will examine biological principles through investigations which utilize the scientific method, problem solving and critical thinking. Topics covered include scientific method, cell biology, biochemical processes, genetics, evolution, plants, animals, and ecology. All students must pass BCT.

### **Scholars Biology    NCAA**

Grade Level: 9                      Length of Course: One Year                      Weight: .25                      Credits: 5

The course stresses conceptual development and provides insight into the thinking processes behind scientific discovery. It emphasizes understanding the basic concepts that provide the framework of the biological sciences. Through laboratory investigations, students use the scientific method as they develop their problem solving and critical thinking skills. Topics covered include scientific method, cell biology, biochemical processes, genetics, plants, animals, and ecology. All students must pass BCT.

**Honors Biology      NCAA**

Grade Level: 9                      Length of Course: One Year                      Weight: .5                      Credits: 5

Prerequisite: Scholars Algebra I (may be taken concurrently)

The course is designed to challenge well-prepared, highly motivated students with an advanced curriculum. It introduces students to complex biological principles and processes that are not ordinarily covered in the other introductory courses and prepares them to continue with Advanced Placement Biology in 11<sup>th</sup> or 12<sup>th</sup> grade. Topics covered include scientific method, cell biology, biochemical processes, genetics, molecular biology, evolution, plants, animals, human biology and ecology. All students must pass BCT.

**Chemistry      NCAA**

Grade Level: 10                      Length of Course: One Year                      Weight: 0                      Credits: 5

Prerequisite: Biology

The course is designed as an overview of fundamental chemical principles and laws. Concepts of energy, chemical reactions, chemical bonds as they occur in liquids, solids and gases, and the ideas of atomic structure and chemical periodicity are included. Investigations are used to emphasize methods and techniques as well as to gather data and make predictions.

**Scholars Chemistry      NCAA**

Grade Level: 10                      Length of Course: One Year                      Weight: .25                      Credits: 5

Prerequisite: Biology/Scholars Algebra I

The course is designed to teach the students the basic principles of chemistry. Concepts of energy, chemical reactions, chemical bonds as they occur in liquids, solids and gases, and the ideas of atomic structure and chemical periodicity are included. Students will employ the scientific method and critical thinking in the problem solving process. Laboratory experiments are utilized to develop observational skills, data collection and analysis.

**Honors Chemistry      NCAA**

Grade Level: 10                      Length of Course: One Year                      Weight: .5                      Credits: 5

Prerequisite: Scholars Biology/Scholars Algebra I

Honors Chemistry is designed for high ability, highly motivated students. The course will introduce complex chemical principles and processes that are not ordinarily covered in the introductory chemistry courses and are meant to prepare students to continue with Advanced Placement Chemistry in 11<sup>th</sup> or 12<sup>th</sup> grade. Emphasis is placed on using mathematics to model and solve chemical unknowns. Strong math skills are required. Using the scientific method, laboratory work is thought provoking and open ended. Topics will include mole concepts, chemical bonding, kinetics, equilibrium, acid-bases, redox reactions and nuclear chemistry. Students must complete an independent research project.

**Physics      NCAA**

Grade Level: 11, 12                      Length of Course: One Year                      Weight: 0                      Credits: 5

Prerequisite: Chemistry/Algebra

This course will include an examination of the major concepts of physics and how these interacting components affect and shape our society. Using the scientific method, students will advance their critical thinking and decision making skills. Students will gain an understanding of the structure of matter and observe the natural laws as they apply to forces, motion and energy transformations.

**Scholars Physics      NCAA**

Grade Level: 11, 12                      Length of Course: One Year                      Weight: .25                      Credits: 5

Prerequisite: Chemistry/ Scholars Algebra II (may be taken concurrently)

This course is designed as an overview of the basic principles of physics and involves practical applications of topics to include forces and the laws of motion, thermodynamics, fluid mechanics, sound, light and electrical forces and fields. Related laboratory investigations further develop critical thinking skills and logical problem solving ability.

**Human Anatomy & Physiology    NCAA**

Grade Level: 12                      Length of Course: One Year                      Weight: .5                      Credits: 5

Prerequisite: Scholars Biology/Scholars Chemistry/Scholars Physics/Course Instructor's recommendation

Human Anatomy and Physiology is designed for students interested in medicine and other health oriented careers, or with a strong curiosity for the inner workings of the human body. Students will examine the structure and function of the human body systems. Skeletal, muscular, nervous, digestive, respiratory, circulatory, integumentary, endocrine, excretory and reproductive systems will be considered, along with interactions among the systems. (Dual Enrollment)

**Forensic Science    NCAA**

Grade Level: 11, 12                      Length of Course: Half Year                      Weight: 0                      Credits: 2.5

Prerequisite: Algebra I

Forensic Science is a multi-disciplinary course, which will include concepts in biology, chemistry, zoology, anatomy, genetics, physics, medicine, statistics, earth science, sociology, psychology, communications and law. The goal is for students to solve a complex problem through the use of logical reasoning and analysis.

**Launching Into Aviation**

Grade Level: 9-12                      Length of Course: Half Year                      Weight: 0                      Credits: 2.5

In this course students will learn about the engineering process, problem-solving, and the innovations and technological developments that have made today's aviation and aerospace industries possible.

They will look at the problem-solving processes and innovative leaps that took space exploration from the unimaginable to the common place in a single generation. Students will also gain historical perspective, starting from the earliest flying machines and leading to the wide variety of modern flying machines and the integral role they play in making today's world work.

**Exploring Aviation & Aerospace**

Grade Level: 9-12                      Length of Course: Half Year                      Weight: 0                      Credits: 2.5

This aerospace and aviation course provides an understanding for both manned and unmanned flight. It is designed to give students a clear understanding of career opportunities in aviation and aerospace and the critical issues affecting the aviation system. Students will also begin to drill down into the various sectors of aviation and the elements that make up the aviation and aerospace ecosystem. They will discover how advances in aviation created a need for regulation and will learn about the promulgation of civil aviation oversight. Students will explore modern innovations and develop their own innovative ideas to address real-world challenges facing the aviation industry. They will be exposed to a variety of career options in aviation and aerospace and take an in-depth look at the opportunities available.

**SOCIAL STUDIES****Civics 7**

Grade Level: 7                      Length of Course: One Year

In this course, students study the functioning of all levels of government as well as the economy. Relevant national and international issues will be discussed and infused.

**Honors Civics 7**

Grade Level: 7                      Length of Course: One Year

Honors Civics 7 is designed for students with advanced reading and writing abilities, students who are ready for more challenging work and students who can work and learn both independently and collaboratively. Students will study the functioning of all levels of government as well as the economy. Relevant national and international issues will be discussed and infused.

**World History I**

Grade Level: 8                      Length of Course: One Year

World History I is an exploration of the interaction of history, culture, government, economics, geography, and technology on our world. The course covers from Early Humans to 1700 A.D. Current events are infused.

### **Honors World History I**

Grade level: 8                      Length of Course: One Year

Honors World History is designed for students with advanced reading and writing abilities, who are ready for more challenging work, who can work both independently and collaboratively. Reading requirements are increased and a research paper is required. This course explores the interaction of history, culture, government, economics, geography, and technology on our world. This course covers Early Humans to 1700 A.D. Current events are infused.

### **World History II      NCAA**

Grade level: 9                      Length of Course: One Year                      Weight: 0                      Credits: 5

World History II is an exploration of the interaction of history, culture, government, economics, geography, and technology on our world. The course covers from 1700 A.D. to the 21<sup>st</sup> Century. Current events are infused.

### **Scholars World History II      NCAA**

Grade Level: 9                      Length of Course: One Year                      Weight: .25                      Credits: 5

Scholars World History II is designed for students with good reading and writing abilities, who are ready for more challenging work, and who can work and learn independently and collaboratively. Outside reading requirements are expected. A research paper is required. This course explores the interaction of history, culture government, economics, geography, and technology on our world. The course covers from 1700 A.D. to the 21<sup>st</sup> Century. Current events are infused.

### **Honors World History II      NCAA**

Grade Level: 9                      Length of Course: One Year                      Weight: .5                      Credits: 5

Honors World History II is designed for students with excellent reading and writing abilities, who are ready for more challenging work and who can work and learn independently and collaboratively. Outside reading requirements are increased. A research paper is required. This course explores the interaction of history, culture, government, economics, geography, and technology on our world. The course covers from 1700 A.D. to the 21<sup>st</sup> Century. Current events are infused.

### **AP World History**

Grade Level: 9                      Length of Course: One Year                      Weight: 1                      Credits: 5

AP World History: Modern covers material from 1200 C.E. to the present. The course is designed to develop a student's ability to think like a historian: to analyze and use evidence, and to deal with questions about events, individuals, developments and processes from the time period studied. The course is divided into nine units, each challenging students to make connections across the globe and across time through human experiences like migration, trade, religion, politics and society. The ultimate objective AP World History: Modern is to enable students to see the big picture as it refers to historiography of the world.

### **United States History I      NCAA**

Grade Level: 10                      Length of Course: One Year                      Weight: 0                      Credits: 5

United States History I begins with the Colonial Period, includes the Revolution and our early presidents, continues with the pre- and post-Civil War era, emphasizes the effects of the industrialization of America, and concludes with the United States on the eve of World War I. Significant political, economic, technological, social, and geographic factors are highlighted throughout the year. Civics, current events and New Jersey history are infused.

### **Scholars United States History I      NCAA**

Grade Level: 10                      Length of Course: One Year                      Weight: .25                      Credits: 5

Scholars United States History I is designed for students with good reading and writing abilities, students who are ready for more challenging work, and who can work and learn independently and collaboratively. Outside reading requirements are expected. A research paper is required. United States History I begins with the Colonial Period, includes the Revolution and our early presidents, continues with the pre- and post-Civil War era, emphasizes the effects of the industrialization of America, and concludes with the United States on the eve of World War I. Significant political, economic, technological, social, and geographic factors are highlighted throughout the year. Civics, current events and New Jersey history are infused.

**Honors United States History I    NCAA**

Grade Level: 10                      Length of Course: One Year                      Weight: .5                      Credits: 5

Honors United States History I is designed for students with excellent reading and writing abilities, students who are ready for the most challenging work and students who can work and learn both independently and collaboratively. Outside reading requirements are expected. A research paper is required. The course begins with the Colonial Period, includes the Revolution and our early presidents, continues with the pre- and post-Civil War era, emphasizes the effects of the industrialization of America, and concludes with the United States on the eve of World War I. Significant political, economic, technological, social, and geographical factors are highlighted throughout the year. Civics, current events and New Jersey history are infused.

**United States History II    NCAA**

Grade Level: 11                      Length of Course: One Year                      Weight: 0                      Credits: 5

United States History II focuses on America's Rise to World Power, World War I, the Twenties, the Great Depression, the New Deal, World War II, the Cold War, and modern times. Significant political, economic, technological, social, and geographical factors are highlighted throughout the year. Civics, current events and New Jersey history are infused.

**Scholars United States History II    NCAA**

Grade Level: 11                      Length of Course: One Year                      Weight: .25                      Credits: 5

Scholars United States History II is designed for students with good reading and writing abilities, who are ready for more challenging work, and who can work and learn both independently and collaboratively. Outside reading requirements are increased. A research paper is required. The course focuses on America's Rise to World Power, World War I, the Twenties, the Great Depression, the New Deal, World War II, the Cold War, and modern times. Significant political, economic, technological, social, and geographical factors are highlighted throughout the year. Civics, current events and New Jersey history are infused.

**Honors United States History II    NCAA**

Grade Level: 11                      Length of Course: One Year                      Weight: .5                      Credits: 5

Honors United States History II is designed for students with advanced reading and writing abilities, who are ready for more challenging work, and who can work and learn both independently and collaboratively. Outside reading requirements are increased. A research paper is required. The course focuses on America's Rise to World Power, World War I, the Twenties, the Great Depression, the New Deal, World War II, the Cold War, and modern times. Significant political, economic, technological, social, and geographic factors are highlighted throughout the year. Civics, current events, and New Jersey history are infused. (Dual Enrollment)

**AP United States History    NCAA**

Grade Level: 11/12                      Length of Course: One Year                      Weight: 1                      Credits: 5

Prerequisite: United States History I

Advanced Placement United States History is a college-level course designed for students whose reading, writing and reasoning abilities are highly developed, who work and learn both independently and collaboratively, who are ready for college level challenges, and who are self-motivated, self-disciplined and self-evaluated. The course offers an in-depth study of the evolving character of American government; the interrelationship that develop a foreign policy; the changing nature of the American economy; the influence of women, African-Americans, and other segments of American society; and the development of American ideas and culture. Special attention is given to preparation for the AP exam.

**Psychology    NCAA**

Grade Level: 11, 12                      Length of Course: One Year                      Weight: 0                      Credits: 5

Psychology examines human development in such areas as emotional behavior, learning and thinking, individual behavior, and social behavior. The course examines how feelings and emotions play a vital role in our lives. Various schools of psychology and experiments that seek to explain behavior are discussed. Additional topics include family relationships, substance abuse, racism and sexism, abnormal psychology, and psychology in the workplace. (Dual Enrollment)

**AP Psychology    NCAA**

Grade Level: 12                      Length of Course: One Year                      Weight: 1                      Credits: 5

Prerequisite: Psychology

Advanced Placement Psychology is a college level course designed for students whose reading, writing and reasoning abilities are highly developed, students who work and learn both independently and collaboratively, students who are self-motivated, self-disciplined and self-evaluate. The work in this course is more advanced and intensive than Psychology. This course examines human development in such areas as emotional behavior, learning and thinking, individual behavior, and social behavior. The course examines how feelings and emotions play a vital role in our lives. Various schools of psychology and experiments that seek to explain behavior are discussed. Additional topics include family relationships, substance abuse, racism and sexism, abnormal psychology, and psychology in the workplace. Special attention is given to preparation for the AP exam.

**AP European History    NCAA**

Grade Level: 12                      Length of Course: One Year                      Weight: 1                      Credits: 5

Advanced Placement European History is a college-level course designed for students whose reading, writing and reasoning abilities are highly developed, who work and learn both independently and collaboratively, who are ready for college level challenges and who are self-motivated and self-disciplined. This course offers an in depth study of economic, political, and social events in European History from 1450 to 1990. Students will study the Renaissance, Mercantilism, Capitalism, the French Revolution, Nationalism, Imperialism, and the World Wars and their aftermath. One aim of the course is to enhance student understanding of Europe's role as protector of Western Civilization. Special attention is given to preparation for the AP exam.

**History of Intolerance and Prejudice\*    NCAA**

Grade Level: 11, 12                      Length of Course: One Year                      Weight: 0                      Credits: 5

In H.I.P., students examine and evaluate: issues of individual and group behavior and responsibility; the progression from prejudice to genocide; the history, effects, and recurring problems of anti-Semitism and Nazism; the Holocaust and other historical and present-day genocide and atrocities, including the plight of African Americans and Native Americans; and the responses of various governments, organizations and individuals to such atrocities. (Dual Enrollment)

**Sociology    NCAA**

Grade Level: 11, 12                      Length of Course: One Year                      Weight: 0                      Credits: 5

This is a traditional course studying sociology. Such topics as culture, socialization, groups, class stratification, race and ethnicity, and social institutions and their effect on society will be examined. (Dual Enrollment)

**Child Development**

Grade Level: 11-12                      Length of Course: One Year                      Weight: 0                      Credits: 5

This course explores our biological, cognitive, and socio-emotional development from prenatal development and birth, infancy, childhood and adolescence, through the transition to adulthood. We will examine how biology and the environment interact to influence children's development through topics such as the impact of environmental toxins on prenatal development and the influence of poverty on intelligence. To understand how children develop cognitively, we will explore theories focused on the ways that children come to understand the world around them, and we will gain insight into our own socio-emotional development by learning about children's emotional worlds, parenting styles, and the influence of temperament on relationships. (Dual Enrollment)

**PHYSICAL EDUCATION & HEALTH****Physical Education/Health**

Grade Level: 7/8                      Length of Course: One Year

This course provides students with activities that will develop physical fitness and health. Students will be acquainted with various activities to strengthen large muscle groups and promote overall coordination. Good sportsmanship will be emphasized. Health is a nine week course which is designed to promote overall healthful behavior and to educate students to live healthy lifestyles as members of families and communities.

**Physical Education & Freshman Health**

Grade Level: 9                      Length of Course: One Year                      Weight: 0                      Credits: 5

This course introduces students to a wide range of athletic activities where general rules and basic skills are taught. Activities for lifelong physical fitness are taught. Freshman Health is a nine-week course that incorporates the major systems of the body, as well as, facts concerning substance abuse, emotional development and mental health.

**Physical Education & Driver's Theory**

Grade Level: 10                      Length of Course: One Year                      Weight: 0                      Credits: 5

Prerequisite: Physical Education 9

This course reviews and reinforces those skills taught in ninth grade. More emphasis is placed on game play and students are prepared for games of higher skill level and strategies. Activities for lifelong physical fitness are taught. Driver's Theory is a nine-week course that stresses the importance of safety while driving and proper driving techniques. New driving laws are reviewed. Students have the opportunity to take the written portion of the State Driver Test. Thirty-hour classroom attendance is required and students are prepared for the driving test.

**Physical Education & Junior Health**

Grade Level: 11                      Length of Course: One Year                      Weight: 0                      Credits: 5

Prerequisite: Physical Education 10

This course introduces students to a variety of recreational and lifetime sports. Students may select an activity from a variety of sports. Activities for lifelong physical fitness are taught. Junior Health is a nine-week course in which students gain skills necessary for successful relationships such as communication, problem solving and conflict resolution.

**Physical Education & First Aid**

Grade Level: 12                      Length of Course: One Year                      Weight: 0                      Credits: 5

Prerequisite: Physical Education 11

This course allows seniors to participate in a variety of elective activities. Activities for lifelong physical fitness are taught. First Aid is a marking period course that teaches basic first aid procedures while offering insight into recognizing potential hazards in the home, workplace, and community. Knowledge of emergency first aid procedures is stressed when dealing with any emergency situation.

**WORLD LANGUAGE****Spanish 7**

Grade Level: 7                      Length of Course: One Year

Spanish I-A is an introductory course into the study of the Spanish language. Emphasis is placed upon the elements of pronunciation, grammar and reading. Much practice will take place as well as the study of Spanish culture and influence in our world.

**Italian 7**

Grade Level: 7                      Length of Course: One Year

Italian I-A is an introductory course into the study of the Italian language. Emphasis is placed upon the elements of pronunciation, grammar and reading. Much practice will take place as well as the study of Italian culture and influence in our world.

**Spanish 8**

Grade Level: 8                      Length of Course: One Year

Spanish I-B continues the emphasis on the elements of pronunciation, grammar and reading. Practice in the language will continue as well as the study of the Spanish culture and its influence on the world.

**Italian 8**

Grade Level: 8 Length of Course: One Year

Italian I-B continues the emphasis on the elements of pronunciation, grammar and reading. Practice in the language will continue as well as the study of the Italian culture and its influence on the world.

**Spanish I NCAA**

Grade Level: 9-12 Length of Course: One Year Weight: 0 Credits: 5

In Spanish I, emphasis is placed upon the elements of pronunciation, grammar and reading. This is accomplished by practice in reading and idiomatic conversation. Interspersed throughout the course are cultural topics which are discussed and experienced by means of films, tapes, maps, wall charts and texts.

**Italian I NCAA**

Grade Level: 9-12 Length of Course: One Year Weight: 0 Credits: 5

In Italian I, emphasis is placed upon the elements of pronunciation, grammar and reading. This is accomplished by practice in reading and idiomatic conversation. Interspersed throughout the course are cultural topics which are discussed and experienced by means of films, tapes, maps, wall charts and texts.

**Spanish II NCAA**

Grade Level: 9-12 Length of Course: One Year Weight: 0 Credits: 5

Prerequisite: Spanish IB or Spanish I

Spanish II continues to refine the goals of Spanish I. More grammar is studied by means of daily exercises in Spanish reading and writing. The ability to understand the spoken language is emphasized and as much time as possible is given to oral expression. Cultural and career aspects of learning Spanish are also discussed and experienced.

**Italian II NCAA**

Grade Level: 9-12 Length of Course: One Year Weight: 0 Credits: 5

Prerequisite: Italian IB or Italian I

Italian II continues to refine the goals of Italian I. More grammar is studied by means of daily exercises in Italian reading and writing. The ability to understand the spoken language is emphasized and as much time as possible is given to oral expression. Cultural and career aspects of learning Italian are also discussed and experienced.

**Spanish III NCAA**

Grade Level: 10-12 Length of Course: One Year Weight: .25 Credits: 5

Prerequisite: Spanish II

Spanish III exposes students to an intermediate grammar review as well as to the nuances of the Spanish language. The students are involved in reading of a more sophisticated nature, in writing compositions and in oral presentations. Conversation is most important at this level. Cultural aspects of Spanish life are also examined. (Dual Enrollment)

**Italian III NCAA**

Grade Level: 10-12 Length of Course: One Year Weight: .25 Credits: 5

Prerequisite: Italian II

Italian III exposes students to an intermediate grammar review as well as to the nuances of the Italian language. The students are involved in reading of a more sophisticated nature, in writing compositions and in oral presentations. Conversation is most important at this level. Cultural aspects of Italian life are examined. (Dual Enrollment)

**Spanish IV NCAA**

Grade Level: 11, 12 Length of Course: One Year Weight: .25 Credits: 5

Prerequisite: Spanish II and Spanish III

Spanish IV stresses conversation and culture. The students will speak and write on topics that demonstrate their mastery of the Spanish language. Many techniques and methods are used to achieve the goal of having students speak and write idiomatically.

**Italian IV      NCAA**

Grade Level: 11, 12      Length of Course: One Year      Weight: .25      Credits: 5

Prerequisite: Italian II, Italian III

Italian IV stresses conversation and culture. The students will speak and write on topics that demonstrate their mastery of the Italian language. Many techniques and methods are used to achieve the goal of having students speak and write idiomatically. (Dual Enrollment)

**AP Spanish      NCAA**

Grade Level: 12      Length of Course: One Year      Weight: 1      Credits: 5

Prerequisite: Spanish IV

AP Spanish is for students who plan to major or minor in disciplines in college that require extensive involvement with the language. It is a continuation of the cultural and conversational aspects of Spanish IV. In addition, students are introduced to Spanish literature covering such topics as romanticism and existentialism. Students will develop fluency by discussing their readings in Spanish. At the completion of the course, they will have ample experience communicating in the Spanish language.

**AP Italian      NCAA**

Grade Level: 11, 12      Length of Course: One Year      Weight: 1      Credits: 5

Prerequisite: Italian IV

AP Italian develops the reading, writing, listening and speaking skills within a cultural frame of reference reflective of the Italian language and culture. The course will help the students improve and demonstrate their level of language proficiency across the three communicative modes (interpersonal, interpretive and presentational), while expanding knowledge of the Italian culture.

**Spanish Literacy and Grammar I      NCAA**

Grade Level: 9-12      Length of Course: One Year      Weight: 0      Credits: 5

This course is designed for heritage/native speakers of Spanish with some oral proficiency, but lack formal instruction in reading and writing skills. The class will focus on building language acquisition and lexical accuracy.

**Spanish Literacy and Grammar II**

Grade Level: 9-12      Length of Course: One Year      Weight: .25      Credits: 5

This course continues to stress conversation and culture to our heritage/native speakers. The students will continue to expand on their written and oral proficiencies and continue to build on their cultural exposure.

**Spanish Literacy and Grammar III      NCAA**

Grade Level: 9-12      Length of Course: One Year      Weight: 0      Credits: 5

This course is designed to accelerate the communication of our advanced heritage/native speakers. Through the study of novels, short stories, essays and visual and verbal media presentations, they will enhance writing, reading, listening and conversational skills.

**Hispanic Art & Culture**

Grade Level: 11-12      Length of Course: One Year      Weight: .25      Credits: 5

This course explores through art, cinema, music and literature the compelling trends and issues that have shaped Spanish culture and consciousness from the beginning of the 20<sup>th</sup> century until the present day. The goal of this course is to allow students to gain the understanding of Hispanic culture via all cultural sources available. Students will also be able to enhance their vocabulary and their skills to critically analyze said sources and express them in a both oral and written expression. During this course, students will read and explore the historical context of Latin America and Spain through the integration of above-mentioned resources. The hope is to improve the students' knowledge of Hispanic culture, as well as their reading, listening, and speaking abilities. Students will be able to integrate themselves in the target population by participating in intellectual and cultural conversations. (Dual Enrollment)

**ESL I**

Grade Level: 7-12 (No credit for grades 7 &amp; 8)

Weight: 0

Credits: 10

This is a two-period English as a Second Language class, offered to students who speak little or no English. Students will use essential elements of English grammar and build up basic vocabulary. The focus of this class is on the development of interpersonal communication skills.

**ESL II**

Grade Level: 7-12 (No credit for grades 7 &amp; 8)

Weight: 0

Credits: 10

This is a two-period English as a Second Language class, aimed at developing the grammatical points introduced in ESL I. In this first part of the intermediate level, students will also enhance their active vocabulary. Instruction is partly based on content-area resources. Students will also use adapted literature to develop reading, writing, and oral expression.

**ESL III**

Grade Level: 7-12 (No credit for grades 7 &amp; 8)

Weight: 0

Credits: 10

This is a two-period English as a Second Language class that furthers the development of the skills addressed in ESL II. Here students master the conditional and perfect tenses. Complex sentences and a broader use of vocabulary and idioms enrich the language. The use of content-area materials continues in this class.

**ESL IV**

Grade Level: 9-12

Weight: 0

Credits: 10

This is a two-period English as a Second Language class that provides the English Language Learner with exposure to the more complex features of English. Intensive work with the passive and conditional forms, as well as perfect tenses is provided. Students work intensively on the skills assessed in state testing.

**SPECIALIZED PROGRAMS****Basic Skills Program**

Grade Level: 7 &amp; 8

Length of Course: Half Year and One Year

The Basic Skills program offers seventh and eighth grade students assistance in the areas of Language Arts and Mathematics. The program offers instruction in small group settings through materials tailored to the specific needs of the students.

**Satellite Program (Vocation Education)**

Grade Level: 9-12

Length of Course: Full Year

Credits: Varies with program

The Satellite program is available to those students interested in pursuing a vocational career. Students accepted into the program will take course work on either a full-time or shared-time basis at the Bergen County Vocational/Technical High School in Teterboro and/or Paramus. Students interested in this program should see their counselor for further information.

**SPECIAL EDUCATION****Overview**

Grades 7–12

There is a continuum of services available to special needs students throughout these grades. Programs and services available are: Supplemental aids and services within the general education class, in-class resource programs in the general education class, replacement resource programs for academic classes and study skills instruction, self-contained classes, speech and language therapy, occupational and physical therapy, counseling and social skills training. These placements and services are determined by a student's Individualized Educational Plan (IEP), which is developed collaboratively with the student, parent, teachers and Child Study Team.

With an emphasis on inclusion, students are encouraged to take general education courses as appropriate to each student, supplemented by special education programs. Special education courses parallel the content of the

general education courses. However, the pace of instruction differs, instruction is personalized, and there is greater attention to the unique special needs and the learning styles and differences of the students.

The in-class resource program supports the successful inclusion of students with special needs in general education classes by promoting co-teaching models. Replacement classes and self-contained classes offer small teacher-student ratio and greater opportunities for personalized instruction and specialized teaching strategies and techniques. All special needs students are continuously challenged to maximize their achievements and successes. The students are involved in the general education program, whenever appropriate, to the fullest extent that is beneficial to meeting individual academic, social and emotional needs. Students are transitioned into academic vocational and/or technical post-secondary programs.

In addition to in-class resource and replacement resource program classes that parallel the general education classes, study skills and specialized reading classes are offered as follows:

**Study Skills**

Grade Levels: 7 – 12

Weight: 0

Credits: 5

This pull-out resource supportive class replaces an elective. The class provides the student with course instruction in study and learning skills strategies. Time management and note-taking skills are stressed, as well as strategies for test-taking and research projects. The students are assisted with monitoring their individual assignments and progress. The study skills teacher also monitors the students' progress by communicating weekly with the general education teachers. Transition activities are immersed in this class for grades 9 through 12.

**The Structure of the English Language**

Grade Levels: 7 – 11

Weight: 0

Credits: 5

This reading course is designed for classified students encountering significant reading and writing difficulties who are diagnosed with a specific reading disability. These students have a school history of not responding to conventional reading remediation techniques and require a special methodology for teaching written language that explicitly teaches language structure. Instruction is based on the Orton-Gillingham approach, using the Wilson method. Study and organizational skills and learning strategies are also taught in this class.

**ENTRY/EXIT GUIDELINES FOR SCHOLARS, HONORS AND AP PROGRAMS**

<p align="center"><b>E N G L I S H</b></p>	<p><b><u>To enroll in Honors English 7:</u></b> Students must have received all “A”s or “B”s during each marking period in 6<sup>th</sup> grade English to be eligible to take a 30-minute “qualifying” exam. The highest scoring students (approximately 20) with a minimum grade of 80 will be scheduled into 7<sup>th</sup> grade Honors English. Upon maintaining a grade of “A” or “B” in the 4<sup>th</sup> marking period (6<sup>th</sup> grade) and remaining in good standing with the principal, they will be officially scheduled.</p>	<p><b><u>To enroll in an Honors course:</u></b></p> <ol style="list-style-type: none"> <li>1. Minimum “B+” average in previous Scholars course.</li> <li>2. Teacher recommendation.</li> </ol> <p><b><u>To maintain status for Honors courses:</u></b></p> <ol style="list-style-type: none"> <li>1. Earn a final grade of “B” or higher in their current Honors course.</li> </ol>	<p><b><u>To enroll in a Scholars Course:</u></b></p> <ol style="list-style-type: none"> <li>1. Minimum “B” average in previous “General” course.</li> <li>2. Teacher recommendation.</li> </ol> <p><b><u>To maintain status for Scholars courses:</u></b></p> <ol style="list-style-type: none"> <li>1. Earn a final grade of “C” or higher in their current Scholars course.</li> </ol>	<p><b><u>To enroll in an AP Course:</u></b></p> <p><b>Math:</b> AP Calculus AP Computer Science</p> <p><b>World Language:</b> AP Spanish Language AP Italian</p> <p><b>Science:</b> AP Biology AP Chemistry</p> <p><b>Social Studies:</b> AP European History AP Psychology AP United States</p> <p>History <b>English:</b> AP English</p>
<p align="center"><b>S C I E N C E</b></p>	<p><b><u>To enroll in Honors Science 7:</u></b> Students must have received all “A”s or “B”s during each marking period in 6<sup>th</sup> grade Science to be eligible to take a 30-minute “qualifying” exam. The highest scoring students (approximately 20) with a minimum grade of 80 will be scheduled into 7<sup>th</sup> grade Honors Science. Upon maintaining a grade of “A” or “B” in the 4<sup>th</sup> marking period (6<sup>th</sup> grade) and remaining in good standing with the principal, they will be officially scheduled.</p>	<p><b><u>To enroll in an Honors course:</u></b></p> <ol style="list-style-type: none"> <li>1. Minimum “B+” average in previous Scholars course.</li> <li>2. Teacher recommendation.</li> </ol> <p><b><u>To maintain status for Honors courses:</u></b></p> <ol style="list-style-type: none"> <li>1. Earn a final grade of “B” or higher in their current Honors course.</li> </ol>	<p><b><u>To enroll in a Scholars course:</u></b></p> <ol style="list-style-type: none"> <li>1. Minimum “B” average in previous “General” course.</li> <li>2. Teacher recommendation.</li> </ol> <p><b><u>To maintain status for Scholars courses:</u></b></p> <ol style="list-style-type: none"> <li>1. Earn a final grade of “C” or higher in their current Scholars course.</li> </ol>	<p>In order to be <i>eligible</i> for enrollment in an AP Course, a student must achieve a grade of “A” or “B” <b>in each marking period</b> of the previously taken prerequisite and have teacher recommendation.</p> <p><b>NOTE #1:</b> Students enrolling in an AP course will be <i>required</i> to take the AP examination for that course. Students will pay for the exam but will be reimbursed if a grade of “3”, “4” or “5” is achieved on that AP examination.</p>
<p align="center"><b>S O C I A L S T U D I E S</b></p>	<p><b><u>To enroll in Honors Social Studies 7:</u></b> Students must have received all “A”s or “B”s during each marking period in 6<sup>th</sup> grade Social Studies to be eligible to take a 30-minute “qualifying” exam. The highest scoring students (approximately 20) with a minimum grade of 80 will be scheduled into 7<sup>th</sup> grade Honors Social Studies. Upon maintaining a grade of “A” or “B” in the 4<sup>th</sup> marking period (6<sup>th</sup> grade) and remaining in good standing with the principal, they will be officially scheduled.</p>	<p><b><u>To enroll in an Honors course:</u></b></p> <ol style="list-style-type: none"> <li>1. Minimum “B+” average in previous Scholars course.</li> <li>2. Teacher recommendation.</li> </ol> <p><b><u>To maintain status for Honors courses:</u></b></p> <ol style="list-style-type: none"> <li>1. Earn a final grade of “B” or higher in their current Honors course.</li> </ol>	<p><b><u>To enroll in a Scholars course:</u></b></p> <ol style="list-style-type: none"> <li>1. Minimum “B” average in previous “General” course.</li> <li>2. Teacher recommendation.</li> </ol> <p><b><u>To maintain status for Scholars courses:</u></b></p> <ol style="list-style-type: none"> <li>1. Earn a final grade of “C” or higher in their current Scholars course.</li> </ol>	<p><b>NOTE #2:</b> Students performance will be closely monitored and evaluated at the end of the second marking period. Any student <i>not meeting the academic rigors of the class</i> will be recommended by the teacher/supervisor for rescheduling out of that AP course and into another course offering.</p>
<p align="center"><b>M A T H</b></p>	<p><b><u>To enroll in Honors Math (Honors Math 7):</u></b> Students must have received all “A”s during each marking period in 6<sup>th</sup> grade Math to be eligible to take a 30-minute “qualifying” exam. The highest scoring students (approximately 40) with a minimum grade of 80 will be scheduled into 7<sup>th</sup> grade (Pre-Algebra) Honors Math. Upon maintaining a grade of “A” or “B” in the 4<sup>th</sup> marking period (6<sup>th</sup> grade) and remaining in good standing with the principal, they will be officially scheduled.</p>	<p><b><u>To enroll in an Honors course:</u></b></p> <ol style="list-style-type: none"> <li>1. Minimum “A-” average in previous Scholars course.</li> <li>2. Teacher recommendation.</li> </ol> <p><b><u>To maintain status for Honors courses:</u></b></p> <ol style="list-style-type: none"> <li>1. Earn a final grade of “B” or higher in their current Honors course.</li> </ol> <p>GRADE 8 STUDENTS MUST TAKE A MATH ASSESSMENT WHICH WILL ALSO FACTOR INTO COURSE PLACEMENT</p>	<p><b><u>To enroll in a Scholars course:</u></b></p> <ol style="list-style-type: none"> <li>1. Minimum “B” average in previous “General” course.</li> <li>2. Teacher recommendation.</li> </ol> <p><b><u>To maintain status for Scholars courses:</u></b></p> <ol style="list-style-type: none"> <li>1. Earn a final grade of “C” or higher in their current Scholars course.</li> </ol> <p>GRADE 8 STUDENTS MUST TAKE A MATH ASSESSMENT WHICH WILL ALSO FACTOR INTO COURSE PLACEMENT</p>	

**\*If students do not qualify for “Honors” or “Scholar” courses, they will be scheduled for “General Program” courses.**

**RIDGEFIELD PARK JUNIOR-SENIOR HIGH SCHOOL**

**FOUR-YEAR ACADEMIC PLAN**

Student Name: \_\_\_\_\_

Graduation Year: \_\_\_\_\_

Counselor: \_\_\_\_\_

<b>SUBJECT</b>	<b>GRADE 9</b>	<b>CREDITS</b>	<b>GRADE 10</b>	<b>CREDITS</b>	<b>GRADE 11</b>	<b>CREDITS</b>	<b>GRADE 12</b>	<b>CREDITS</b>
<b>ENGLISH</b>								
<b>MATHEMATICS</b>								
<b>SCIENCE</b>								
<b>SOCIAL STUDIES</b>								
<b>WORLD LANGUAGES</b>								
<b>PHYSICAL EDUCATION/HEALTH</b>								
<b>PERSONAL FINANCE LITERACY</b>								
<b>VISUAL/PERFORMING ARTS</b>								
<b>CAREER</b>								
<b>TECHNOLOGY</b>								
<b>ELECTIVES</b>								