



TEANECK HIGH SCHOOL

CURRICULUM COURSE GUIDE - 2022 / 2023



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PLANNING A PROGRAM OF STUDY

The wide variety of offerings presented in this guide should enable each Teaneck High School student to select courses that will be part of a well-balanced educational experience and enable the student to develop some of the understanding, skills, and appreciation necessary for life in the twenty-first century. In the selection of a program, the student should consider the occupational and educational requirements of their post-high school plans. In addition, course experiences should serve as avenues for exploration and development of new interests.

Course selections are a part of a team effort involving the student, family, teacher, and counselor. Courses should be chosen only after careful consideration. The counselor will provide detailed information and individual conferences to discuss academic planning and provide direction for each student. Students are urged to consider the following questions before they begin the process of course selection:

What are my goals? Goals may change as interests change, but it helps to be working toward a specific end; job, college, or career.

What are my strengths, abilities, and needs?

How do my course selections reflect my abilities, needs and expectations?

What are the requirements for the kind of work or type of college I am considering? Are the courses I am selecting appropriate for the type of future I am planning?

ACADEMIC CREDIT AND GRADUATION REQUIREMENTS

The minimum number of credits needed for graduation is 140.

Students in grades 9 and 10 shall be required to carry a minimum of 40 credits each year. Students in grades 11 and 12 shall be required to carry a minimum of 35 credits.

Students with physical, emotional, psychological, or learning concerns shall have their programs developed by the school in the best interest of the students served. In every case, however, each will present at graduation all requirements or the equivalent, as approved by the District's Child Study Team.

The credit for physical education will be determined by grades received during the time of active participation. Students enrolled and successfully completing a full year Satellite program shall be granted 20 credits.

Students transferring from other schools shall have their work accepted in accordance with our transfer policy. Local regulations will apply for the portion of time these students are enrolled in the Teaneck Schools. State requirements for attaining a high school diploma must be completed or individually waived by the administration. Students who have completed a minimum of two academic years at Teaneck High School are included in the rank.

TEANECK HIGH SCHOOL GRADUATION REQUIREMENTS

Credit and Graduation Benchmarks

I. Credits Required For Graduation

To be eligible for graduation and a Teaneck High School diploma, a total of 140 credits are required.

Included in the 140 credits are the core courses required by the State of New Jersey. [Note: A year of study is typically equated to 5 credits in each course]

Teaneck High School's graduation requirements have been constructed with full knowledge of the Core Content Standards of the New Jersey Department of Education.

140 Credits are required for graduation and are as follows:

Subject	Total Number of Credits Required
English	20
Mathematics	20
Physical Education/Health/Drivers Ed	20
Social Studies	15
Science	15
World Language	5
Visual and Performing Arts	5
21 st Century Life and Careers	5
Financial Literacy	2.5
Electives	32.5
TOTAL REQUIRED CREDITS	140

II. Competencies

As set forth by the New Jersey State Department of Education students must meet the competency requirements in English Language Arts and Mathematics via the Partnership for Assessment of Readiness for College and Careers assessment test (NJSLA).

III. Carnegie Units

Students who wish to be eligible for college admission are reminded that their schedules for grades 9 through 12 must include a specific number of Carnegie units ranging between 14 and 16, depending on the college. All New Jersey four-year state colleges and universities require a minimum of 16, which include three years of college preparatory mathematics (Rutgers University recommends four years). One Carnegie unit is earned for each year of college preparatory work passed in English, Social Studies, Science, World Language and Mathematics.

IV. Community Service

Students are required to complete a minimum of 60 hours of community service. Community service is a mandatory portion of the graduation requirement that focuses on the development of character, self-esteem, and leadership qualities attained not only through academic achievement, but through a contribution to one's community. Community service will help students develop a sense of social responsibility and give them the opportunity to meet and interact with people of all ages, capabilities and interests.

Students who register late into Teaneck High School will have their community service hours prorated based on time spent at the high school. The total number of hours will be based on the time of year the students arrived.

Teaneck High School's graduation requirements have been constructed with full knowledge of the Core Content Standards of the New Jersey Department of Education.

V. New Jersey Department of Education Graduation Assessment Requirements

The New Jersey Department of Education require all students to demonstrate proficiency by achieving a passing score on the English language arts (ELA) and mathematics assessment. Students in the classes of 2023, 2024, and 2025 will take the New Jersey Graduation Proficiency Assessment (NJGPA) in grade 11. The assessment will be aligned to New Jersey Student Learning Standards (NJSLS) for grade 10 ELA, Algebra I and Geometry. Students who complete the NJGPA but do not receive a passing score will have the opportunity to retake the NJSGPA in the following summer or fall, or utilize the menu of alternative assessments



New Jersey High School Graduation Assessment Requirements

On June 5, 2019, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English language arts (ELA) and mathematics for the classes of 2019 through 2022, pursuant to an amended Consent Order issued by the Appellate Division of the Superior Court of New Jersey.

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

Classes of 2023–2025

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.

Graduation Assessment Requirements

ELA

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

- **Pathway 2:** By meeting the designated cut score on a substitute competency test (see Table 5 under Pathway 2 below); or
- **Pathway 3:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Mathematics

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

- **Second Pathway:** By meeting the designated cut score on a substitute competency test (see Table 5 under Second Pathway below); 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.

Pathways Available

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.

Table 4: First Pathway — New Jersey Graduation Proficiency Assessment

ELA Mathematics

New Jersey Graduation Proficiency Assessment-ELA New Jersey Graduation Proficiency Assessment Mathematics

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 Table 5 on the next page.

Important Notes:

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

Table 5: Second Pathway – Menu of Substitute Competency Tests

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

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.

Table 6: Third Pathway –Portfolio Appeals

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

INDEPENDENT STUDY

Teaneck Public Schools recognizes significant self-designed learning experiences in the form of Independent Study. A student may receive credit for study, which may not be available in the regular school curriculum or extend beyond the curriculum that is offered. Although credit may ultimately be applied to count towards graduation, these experiences are not graded other than pass/fail and will not be calculated into a student's grade point average.

Students wishing to take a course for Independent Study credit must follow the steps listed below in order to complete the application process:

1. Discuss your areas of interest with your teacher and outline a proposal;
2. Determine whether you wish to spend one, two, three, four or five days per week on independent study;
3. After your plan has been devised, secure the approval of your teacher, counselor, and parent. Final approval must include the department supervisor and grade level administrator. A copy of the proposal and approvals must be on file with your counselor.

The minimum proposal for independent study must include the following:

1. Material or topic that is to be studied;
2. Resources for study that are going to be utilized;
3. The number of hours that the student will meet with the teacher;
4. Work that is going to be accomplished during the period of independent study
5. Manner by which the student's progress and work are to be evaluated; and
6. Number of credits the student is to receive.
7. Proposals must be approved by June of the preceding school year

COURSES OF STUDY

Teaneck High School has one course of study to prepare all of our students for college. In order to provide a quality educational experience for our students we have developed three curriculum levels within our program. The curriculums are College Preparation, Honors and Advanced Placement which differ in pacing, depth, and level of learning independence on the part of each student. All three levels of courses encompass the New Jersey Core Curriculum Content Standards and lead a student to first year college courses.

COLLEGE PREPARATORY

College Prep courses are designed to instruct in the skills and content that will allow the students to successfully confront challenging work and develop scholarly work habits. Students consistently receiving a C or better in mathematics, English or science will be well positioned to achieve proficiency or advanced proficiency on the PARCC assessments. Over the four year span, these College Prep courses will increase the students' ability to be successful in introductory college work in the specific content areas.

HONORS COURSES

These courses are designed for educationally advanced students. They demand a high degree of motivation and past achievement. These courses, when taken in the appropriate sequence, are preparatory for the Advanced Placement courses. **Students desiring to successfully remain in this sequence should be earning grades of B or better.**

Students electing a course described as honors will have the course designation indicated on their transcripts. See the section entitled Grade Point Average / Class Rank to determine the impact of honors courses on your GPA and class rank.

ADVANCED PLACEMENT COURSES

Advanced Placement courses are approved by the Educational Testing Service (a division of the College Board) to allow students the opportunity to complete college-level studies during secondary school. AP course offerings are for the most educationally advanced students and should be taken only with the recommendation of their current classroom teacher. **Students choosing these courses should be achieving grades of at least an A- or B+ in the Honors sequence.**

MIDDLE COLLEGE PROGRAM

Teaneck High School offers students access to college level courses with a credit option in several subject areas at the high school through Fairleigh Dickinson University and Bergen Community College. Courses in science, computer science, social studies, business, culinary arts and literature are offered on our campus with our teachers, and are the equivalent of first year college courses and earn three college credits. Students must earn a grade of C or higher in order to receive college credit from FDU and BCC. The curriculum, textbooks and teachers have all been approved by FDU and BCC.

This program is offered at a variety of high schools throughout the state and in our area including: Cresskill, Fort Lee, Hackensack, Indian Hills, and Ramapo, as well as a host of other public and private schools.

The college credits earned from the Middle College Program at FDU and BCC have been accepted at a wide variety of public and private colleges. It will be at the discretion of the receiving institution to accept or deny these courses.

Students interested in this option need to select the course, discuss the fees involved with their family and then register with their subject specific teacher. During the fall, interested students and their family are required to fill out an application form, and make payment to Fairleigh Dickinson University or Bergen Community College. The cost for each class taken for college credit will be determined by the college.

Students may choose from the following list of courses that are offered for college credit:

Advanced Culinary Arts	Advanced Placement Statistics
Advanced Projects in Marketing Honors	American Literature 11 Honors
Computer Science I and II (combined)	English Composition 101 Honors
Financial Accounting Honors	Intermediate Culinary Arts
Introduction to the Criminal Justice System Honors	Managerial Accounting Honors
Honors	Marine Biology
AP United States History	Marketplace Investing Honors
AP Psychology	AP Economics

PEER LEADERSHIP PROGRAM

Seniors may apply for the Peer Leadership Program and are chosen on the basis of teacher recommendations, interviews and oral presentations. Peer Leadership meets as an academic class and includes a training program that teaches specific human relations and leadership skills for the purpose of promoting respect, understanding and harmony within our multi-ethnic student community.

CENTRAL TECHNICAL EDUCATION CENTER (SATELLITE)

Teaneck High School cooperates with the Bergen County Board of Vocational Education in a technical education program, offered at the campus of the Bergen County Satellite School. The program provides training in vocations such as: Automotive Collision Repair, Automotive Technology, Computer and Business Technology, Culinary Arts, Baking and Food Service, Electrical Design, General Contracting, IT & A+ Certification, Landscaping/Horticulture, Small Animal Care, Skin Care & Esthetics and Visual and Graphic Design.

Students spend half of the school day at the satellite center and the remainder of the day in attendance at Teaneck High School. They receive their academic preparation in Teaneck and attend the satellite campus for a technical education experience. Transportation is provided by the Teaneck Board of Education. Interested students should consult their guidance counselor.

Students may begin the satellite program in 9th, 10th, or 11th grade. First year students are involved in an exploratory course which requires students to participate in six courses from those listed above. Students receive credits from Teaneck High School for their technical training. On the basis of successful achievement and satisfactory attendance, students are invited to specialize or major in a single technical education course for their second, third and fourth years.

SCHEDULE CHANGE POLICY

CHANGE REQUEST	WHEN PERMITTED	APPROVAL REQUIRED	CONDITIONS
Course Placement Appeal	By the first Monday in June	<ol style="list-style-type: none"> Course Placement Appeal form Processed by Counselor 	<ol style="list-style-type: none"> Student met any necessary pre-requisites Available space in course
A request for change of course selection	Through June 30	<ol style="list-style-type: none"> Schedule Change form signed by parent Processed 	Available space in course
To correct any error (includes prior failure with teacher, summer school completion)	First Day of school	<ol style="list-style-type: none"> Schedule Change form signed by parent Processed by Counselor 	A substitute course must be added as explained under the Drop/Add section for all students in grades 9 through 11.
Withdrawing from a course	<p>Without notation on the transcript: <u>until December 1</u></p> <p>With notation on the transcript from December 1 – February 1</p> <p>When students withdraw from a course their transcript will have one of the following notations depending upon student's academic status at that time:</p> <p>WP = Withdraw Passing or WF = Withdraw Failing</p>	<ol style="list-style-type: none"> A request must be submitted via the "Schedule Change Request" Google form from the student's THS email address. Processed by Counselor The School Counselor will contact parent/guardian via phone, or a parent email (listed in Skyward), for a request to be confirmed. 	<p>11th & 12th grade students (only) may choose to carry 35 credits if they have sufficient credits to graduate.</p> <p>All other students must carry a full schedule of 40 credits.</p> <p>No changes of schedule will be honored after February 1.</p>
Academic misplacement	Within twenty (20) class meetings.	An academic misplacement is initiated by the teacher, approved by the parent and authorized by the student's school counselor.	

Definition of Academic Misplacement

An academic misplacement is rectified by a student moving from one level of a course to another level of the **same course in the same subject**, e.g., Honors Biology to Biology. An academic misplacement is initiated by the teacher, approved by the parent and authorized by the student's school counselor. Academic misplacement changes are possible within the following areas that offer different levels of the same subject: English, 9, 10, 11, 12, Global History, U.S. History I, II, Biology, Chemistry, Physics, French, Spanish, Computers and Mathematics. When an academic misplacement change is not possible in the same subject, a drop/add schedule change or an appeal is required.

Drop/Add: Students dropping a class may add a new one under the following circumstances:

The change must be requested after the first two (2) weeks of school, ten (10) school days.

The new course must meet during the same period as the course being dropped.

The new course must be different from the course being dropped.

A drop/add request to change a teacher is not permitted.

Space must exist in the new class.

All students must maintain a minimum of 40 credits, except for seniors who may opt for 35 credits. Students in grades 9, 10 or 11 will not be allowed to drop a course if it results in a credit total below thirty-five (35).

If a student requests a schedule change that is not permitted under the above guidelines, and he/she believes there are special circumstances, he/she may file a Schedule Change Appeal.

The Schedule Change Appeal will be reviewed by the Director of Guidance and an Assistant Principal who will make the final determination.

If a Schedule Change Appeal is granted it is required that all missed work, within the Drop/Add Policy, be completed within 2 weeks of entrance into the new class.

Exceptions: New registrants who may need to have adjustments made in their original schedules.

Withdraw Passing (WP) and Withdraw Failing (WF)

A student may withdraw from a class by accepting a grade of WP or WF. The individual teacher will notify guidance, in writing, of the grade on the appropriate form. The teacher will also indicate the WP or WF during grade reporting at the end of the marking period.

Requests from seniors who are withdrawing from a course will only be considered until February 1. No credits are received when a student drops a course and a student MAY NOT make up a dropped course in a shortened summer school program.

No student in grades 9, 10, or 11 will be allowed to receive a WP/WF in any course.

If a student requests a WP/WF, which is not permitted under the above guidelines, and he/she believes there are special circumstances, he/she may appeal the decision to the Director of Guidance and the grade-level Assistant Principal.

Schedule Change Appeal Process

If a student's request for a schedule change is not allowed under the above policy and the student believes there are extenuating circumstances to warrant a schedule change, the student may file an appeal.

The student should write an explanation of the desired change; include reason(s) for desired change, the extenuating circumstances that make the change necessary, and why the student feels an exception to the policy should be made.

Submit the appeal to the student's counselor, who in turn will review it with the Director of Guidance first and submit it to the Assistant Principal, with an appropriate recommendation.

If the student's request is approved by the Assistant Principal, the counselor will make the change. If the request is not approved, the student may make an appointment to speak with the Assistant Principal.

If the issue is still unresolved, the student may request that the schedule appeal be referred to the Principal for final decision.

GRADE POINT AVERAGE / CLASS RANK PROCEDURE

Grade Point Average (**GPA**) is computed by multiplying the number of credits for a given course by the point value earned in the course. Class rank is based on grade point average. **Class ranking** is a mathematical summary of a student's academic record as compared with other students in his/her class.

A student's first calculated GPA/class ranking is "unofficial" and calculated at the end of the 5th semester based on the final marks in all subjects in Grades 9 & 10, plus the first semester marks for Grade 11 (at half the credit weight). An official GPA/ranking will be calculated at the conclusion of semesters 6 and 7. The 6th semester GPA/rank is based on the final marks in all subjects taken in Grades 9, 10, and 11 and is printed on transcripts sent to all colleges. The 7th semester GPA/rank is based on the final marks received in all subjects taken in Grades 9, 10, and 11, plus the first semester of Grade 12 (at half the credit weight).

POINT VALUES			
GRADE	REGULAR	HONORS	ADVANCED PLACEMENT
A+	4.2	5.2	5.7
A	4.0	5.0	5.5
A-	3.8	4.8	5.3
B+	3.2	4.2	4.7
B	3.0	4.0	4.5
B-	2.8	3.8	4.3
C+	2.2	3.2	3.7
C	2.0	3.0	3.5
C-	1.8	2.8	3.3
D+	1.2	2.2	2.7
D	1.0	2.0	2.5
D-	0.8	1.8	2.3
E	0.0	0.0	0.0

HONORING PUPIL ACHIEVEMENT

The primary purpose of attending school is academic achievement. The District recognizes student academic excellence and encourages increased effort on the part of all students to reach their maximum potential in a variety of ways. Therefore, an academic achievement award system has been established to:

- ▶ *Promote excellence in scholarship as the primary goal of education*
- ▶ *Encourage all students to maximize their efforts to achieve excellence*
- ▶ *Reward those students who exhibit excellence and strive for higher achievement*

Honor Rolls have been established to recognize those students who achieve above general expectations.

- ▶ *Students must receive a passing grade in all courses during a marking period to be eligible for an honor roll designation for that quarter. Please note Please note: **a grade of "B- or lower" is not applicable towards any honor roll.***
- ▶ *Students with an incomplete grade will not be on the honor roll until the grade is entered.*

The Principal's Honor Roll: students who have achieved a letter grade of A- or better in all courses.

Honor Roll: students who have achieved a letter grade of B or better in all courses.

THE ACADEMIC INSTITUTE OF BUSINESS

(THS is transitioning to Career Pathways with CTE certification eligibility once all coursework has been completed. Students in the classes on 2022-2022 remain eligible)

The course offerings in the Academic Institute of Business are aligned to national and state standards for academics and 21st Century life and career skills. The selected courses will prepare students for a career path in business by exposing students to the needs and challenges of a global 21st Century economy. Open to all students, the following requirements must be completed to graduate with endorsement from ***The Academic Institute of Business***.

In addition to fulfilling the 1 year state graduation requirement, students must select and pass 4 additional courses from the list below. (Total = 5 courses).

A student who earns a grade of "B" or higher in each elective, and has a cumulative weighted GPA of 3.0 or higher, will graduate with a special distinction designation on his or her diploma.

Introduction to Business	Introduction to Accounting	Investing (H)
Financial Literacy	Financial Accounting (H)	Small Business Management (H)
Marketing Essentials	Managerial Accounting (H)	Business Policy Seminar (H)
Advanced Projects in Marketing (H)		

(H) = Honors level courses

THE ACADEMIC INSTITUTE OF LITERATURE AND COMPOSITION

(THS is transitioning to Career Pathways with CTE certification eligibility once all coursework has been completed. Students in the classes on 2022-2022 remain eligible)

Focusing on creativity and the expression of thought, students will engage in courses that utilize open dialogue, various pieces of literary works, and current events to strengthen and hone skills for reading, writing, speaking and critical thinking. Through active participation and discourse, students will gain the knowledge to be college ready in the area of literature and composition. Open to all students, the following requirements must be completed to graduate with endorsement from ***The Academic Institute of Literature and Composition***.

In addition to fulfilling the 4 year state graduation requirement, students must select and pass 3 additional courses from the list below. (Total = 7 courses).

A student who earns a grade of "B" or higher in each elective, and has a cumulative weighted GPA of 3.0 or higher, will graduate with a special distinction designation on his or her diploma.

Creative Writing I	Journalism	Literature and Cinema (*) Literature and Cinema Honors (*)
Creative Writing II	Modern and Contemporary Latin American Literature	

() = Literature and Cinema can be used as long as it is taken in addition to the required English course. Currently,*

seniors can take *Literature and Cinema* as their required English course. *College Prep and Honors levels. Literature and Cinema is offered at both the*

THE ACADEMIC INSTITUTE FOR THE FINE AND PERFORMING ARTS

(THS is transitioning to Career Pathways with CTE certification eligibility once all coursework has been completed. Students in the classes on 2022-2022 remain eligible)

Aiming to develop a broad based understanding in the area of performing arts, students will complete coursework that will enhance their artistic knowledge, awareness and appreciation of arts education. Courses will focus on the advancement of all the arts and preparing students who may be considering a career in the fine and performing arts. Open to all students, the following requirements must be completed to graduate with endorsement from ***The Academic Institute for the Fine and Performing Arts.***

In addition to fulfilling the 1 year state graduation requirement, students must select and pass 4 additional courses from the list below. (Total = 5 courses).

A student who earns a grade of "B" or higher in each elective, and has a cumulative weighted GPA of 3.0 or higher, will graduate with a special distinction designation on his or her diploma.

Dance I Dance II	Dance III-IV (*)	AP Studio Art
Theater I Theater II Technical Theater I-II	Theater III-IV (*) Technical Theater III-IV (*)	AP Music Theory
Art I Art II	Art II - Art IV (*) Digital Art	Concert Choir (*)
Mixed Chorus	Music Theory I	Music Technology

(*) = Honors option; AP = Advanced Placement Courses

THE ACADEMIC INSTITUTE OF SOCIAL SCIENCES

(THS is transitioning to Career Pathways with CTE certification eligibility once all coursework has been completed. Students in the classes on 2022-2022 remain eligible)

The Academic Institute of Social Studies utilizes a comprehensive, college preparatory curriculum in the social sciences. Students will gain the knowledge and skills needed to become informed and responsible citizens in a democratic society. The selected courses work to inform students of the knowledge and values needed to become a contributing citizen of the 21st Century. Open to all students, the following requirements must be completed to graduate with endorsement from ***The Academic Institute of Social Sciences.***

In addition to fulfilling the 3 year state graduation requirement, students must select and pass 4 additional courses from the list below. (Total = 7 courses).

A student who earns a grade of "B" or higher in each elective, and has a cumulative weighted GPA of 3.0 or higher, will graduate with a special distinction designation on his or her diploma.

Psychology	African/African-American History (*) African/African-American History Honors (*)	AP US History
Introduction to Law and Sociology	Comparative Religion and Contemporary Ethics	AP US Government and Politics
Latin American Studies	Economics (H)	AP Psychology
Human Rights: Conflicts and Resolutions	Introduction to the Criminal Justice System (H)	AP Micro/Macro Economics
AP Human Geography		

(*) = Offered at both college prep and honors levels; (H) = Honors level courses; AP = Advanced Placement courses

THE ACADEMIC INSTITUTE OF TECHNOLOGY

(THS is transitioning to Career Pathways with CTE certification eligibility once all coursework has been completed. Students in the classes on 2022-2022 remain eligible)

Using an integrated approach through an intense application to technology, students will be well versed in advanced technological fields of study. With exposure to a wide range of sophisticated software, students will gain the foundation needed to pursue a career in the area of technology. Open to all students, the following requirements must be completed to graduate with endorsement from ***The Academic Institute of Technology***.

In addition to fulfilling the 1 year state graduation requirement, students must select and pass 4 additional courses from the list below. (Total = 5 courses).

A student who earns a grade of "B" or higher in each elective, and has a cumulative weighted GPA of 3.0 or higher, will graduate with a special distinction designation on his or her diploma.

Computer Science I (*) Computer Science I Honors (*)	Modeling and Animation I	AP Computer Science
Computer Science II (H)	Modeling and Animation II	Cisco Networking AB
Website Design	Creating Apps for Tablets and Phones (*)	Cisco Networking BC
Computer Game Design (*) Computer Game Design Honors (*)	Robotics/AUTO CAD	AP Computer Science Principles
3D Printing and Modeling	Arduino Exploration	

(*) = Offered at both college prep and honors levels; (H) = Honors level courses; AP = Advanced Placement courses

DEPARTMENT OF SPECIALIZED SERVICES

The goal of Teaneck High School is to ensure that all students receive an appropriate secondary educational program and complete the requirements of the New Jersey Department of Education for the Teaneck High School diploma including successful completion of required state assessments and 60 hours of Community Service.

The full range of educational options and electives are available to classified students, thereby providing maximum opportunities for students to participate with general education peers. However, we are cognizant of the needs of some students for additional academic intervention in order to qualify for a diploma. To this end, a curriculum sequence was established that is reflective of the New Jersey State Learning Standards (NJSLS), which is grade appropriate and aligned to the general education curriculum. The content in each subject class is parallel to the mainstream, but classes are smaller and taught by special education staff, qualified in the specified content using adaptive techniques and materials. Suggested course offerings currently in place in each of the New Jersey State Learning Standards (NJSLS) Content areas, as per the student Individualized Educational Plan (IEP) are: Instruction in general education with supplementary aids and services, Resource Programs such as In-Class Support and Resource Center/Replacement.

Special Education Students

The New Jersey Administrative Code Title 6A Chapter 14 Regulations mandates that special education students be placed in the least restrictive environment when possible to meet their educational needs. Educational options available to classified students in Teaneck include:

- i. General Education:
 - Instruction in general education with supplementary aids and services: Students attend general education classes throughout the day with minimal special education related services, such as, e.g., speech and language, counseling, assistive technology, etc.
- ii. Resource Programs:
 - In-class Support: In-class support is offered in each core content area. This model is provided primarily for students who require modifications and accommodations intervention in order to participate in general education classes. The special education student remains in a general education class and a special education teacher provides adaptations and modifications delineated in the student's IEP.
 - Resource Center: Academic support services are provided in resource center support classes.
 - Replacement: The student attends a special education class for a specified subject taught by a qualified special education teacher.
- iii. Special class programs in the Teaneck School District:
 - Multiple Disabilities (MD): A self-contained program located at Teaneck High School will educate students with multiple disabilities in grades 9-12. Students will participate in learning environments that promote academic growth, social development, and opportunities for inclusion to promote social skills development. Students will be provided with opportunities to enhance their educational goals within a high school setting with their age appropriate peers as well as learning opportunities in community based environments. Students have individualized education plans which reflect a multitude of activities to support them in the classroom and in the community as they transition from school to adult life. All curricula are aligned to NJSLS and Essential Elements (EE) of the Dynamic Learning Maps (DLM). The Council of Exceptional Children (CEC)

Career Centered Life Education curriculum will be used as a foundation curriculum. Transition services and community-based instruction will be essential components of this program.

- Related services will be integrated into, and provided based on, each student's individual needs. All students will be linked to adult support services. A strong parental component will be incorporated into the program to assist parents.
- Post Graduate Program (MD 18-21): The Teaneck Public School Postgraduate Transition program located at Teaneck High School is designed to empower students, aged 18-21 with mild/moderate cognitive impairment, attention deficit difficulties, autism spectrum disorder, and multiple disabilities with the knowledge and skills they need for a successful transition from school to adult life. The program achieves this goal through a comprehensive curriculum centered around personal management, career management, community-based instruction and age-appropriate activities in the community. Related services will be integrated into, and provided based on, each student's individual needs. All students will be linked to adult support services. A strong parental component will be incorporated into the program to assist parents.

Instructional objectives and strategies are listed in each student's Individualized Educational Plan (IEP) and serve as guidelines to the overall instructional process and student program.



National Collegiate Athletic Association Eligibility

Students who are interested in participating at a NCAA Division I or Division II college must satisfy the NCAA CORE requirements.

In order to meet the core curriculum requirements for Division I and II institutions, students must complete 16 NCAA approved core courses, earn a minimum GPA, and earn an ACT or SAT score that matches the core course GPA. See *NCAA Sliding Scale*

For NCAA Division I, students must complete:

Four years in English	Three in mathematics (at the level of algebra 1 and above)	Two in social science
Two years in natural/physical science (including at least one laboratory class)	One additional course in either English, mathematics, natural/physical science	And four years of additional academic courses in any of the aforementioned areas or world language, or non-doctrinal religion [e.g., comparative religion] courses.

For NCAA Division II, students must complete

Three years in English	Two in mathematics (at the level of algebra 1 and above)	Two years in social science
Two in natural/physical science (including at least one laboratory class)	Three additional courses in English, mathematics, natural or physical science	And four years of additional academic courses in any of the aforementioned areas or world language, or non-doctrinal religion [e.g., comparative religion] courses.

THS Courses that align with NCAA requirements

ENGLISH	SOCIAL SCIENCE	MATH	NATURAL/PHYSICAL SCIENCE	WORLD LANG
ENGLISH 9	GLOBAL HISTORY	ALGEBRA I	ANATOMY/PHYSIOLOGY	EL NUEVO MUNDO I
ENGLISH 10	PRACTICAL SOCIAL STUDIES	ALGEBRA II	BIOLOGY	EL NUEVO MUNDO II
ENGLISH 11	US HISTORY 1	ALGEBRA 2/TRIG/H	BIOLOGY/AP	ADELANTE
ENGLISH 12	US HISTORY 2	ALGEBRA I HONORS	BIOLOGY/H	ALMA/ESPANA/H
AD LIT 10/H	AFR-AMERICAN STUDIES	AP COMPUTER SCIENCE AB	CHEMISTRY	CIVIL FRANCHISE/H
AMER LIT 11	AFR/AMERICAN STUDIES H	CALC/ AB/AP	CHEMISTRY/AP	FRENCH 1

AMER LIT 11/H	AP HUMAN GEOGRAPHY	CALC/BC/AP	CHEMISTRY/H	FRENCH 10
AP ENGLISH LANGUAGE	COMPARATIVE RELIGION & ETHICS	COMPUTER SCI II/H	ENGINEERING FUNDAMENTALS HONORS	FRENCH 2
AP ENGLISH LITERATURE	ECONOMICS AP MICRO/MACRO	COMPUTER SCIENCE I	ENVIRONMENTAL SCIENCE	FRENCH 3
CREATIVE WRITING 1	GLOBAL HIST 9	COMPUTER SCIENCE H	AP ENVIRONMENTAL SCI	FRENCH 9
CREATIVE WRITING 2	GLOBAL HIST 9/H	GEOMETRY	MARINE BIO/A	SPANISH 1
ENGLISH COMPOSITION 101 HONORS	HONORS ECONOMICS	GEOMETRY/H	MARINE BIOLOGY/H	SPANISH 10
HUMANITIES THROUGH LITERATURE	HUMAN RIGHTS CONFLICTS AND RESOLUTIONS	INTRO TO STATISTICS & CALCULUS	PHYSICAL SCIENCE	SPANISH 2
JOURNALISM	INTRO TO CRIMINAL JUSTICE SYSTEMS HONORS	MATH SEMINAR 10/H ADV	PHYSICS	SPANISH 3
LANG LIT 9	INTRO TO LAW/SOCIOLOGY	MATH SEMINAR 11/H ADV	PHYSICS/AP	SPANISH 9
LANG LIT 9/H	LATIN AMERICAN HISTORY	MATH SEMINAR 9/H/ADV	PHYSICS/H	LIT DE ESPANA/AP
LANGUAGE LITERATURE 9 HUMANITIES	PSYCHOLOGY	PRE-CALCULUS	ZOOLOGY	
LIT/COMP 10	PSYCHOLOGY/AP	PRE-CALCULUS/H		
LITERATURE AND COMPOSITION HONORS	UNITED STATES GOVERNMENT AND POLITIC AP	STATISTICS/AP		
MOD AMER LIT 11	US HISTORY AP			
WORLD LIT 12	US HISTORY I HONORS			
WORLD LIT 12 H/ADV	US HISTORY II HONORS			

NCAA SLIDING SCALE

CORE GPA	SAT	ACT SUM	CORE GPA	SAT	ACT SUM
3.55	400	37	2.75	810	59
3.525	410	38	2.725	820	60
3.5	430	39	2.7	830	61
3.475	440	40	2.675	840	61

3.45	460	41	2.65	850	62
3.425	470	41	2.625	860	63
3.4	490	42	2.6	860	64
3.375	500	42	2.575	870	65
3.35	520	43	2.55	880	66
3.325	530	44	2.525	890	67
3.3	550	44	2.5	900	68
3.275	560	45	2.475	910	69
3.25	580	46	2.45	920	70
3.225	590	46	2.425	930	70
3.2	600	47	2.4	940	71
3.175	620	47	2.375	950	72
3.15	630	48	2.35	960	73
3.125	650	49	2.325	970	74
3.1	660	49	2.3	980	75
3.075	680	50	2.299	990	76
3.05	690	50	2.275	990	76
3.025	710	51	2.25	1000	77
3	720	52	2.225	1010	78
2.975	730	52	2.2	1020	79
2.95	740	53	2.175	1030	80
2.925	750	53	2.15	1040	81
2.9	750	54	2.125	1050	82
2.875	760	55	2.1	1060	83
2.85	770	56	2.075	1070	84
2.825	780	56	2.05	1080	85
2.8	790	57	2.025	1090	86
2.775	800	58	2	1100	86

*GPA below 2.3 is a NCAA Non Qualifier

For additional information regarding NCAA eligibility, please contact your school counselor.

COURSE DESCRIPTIONS

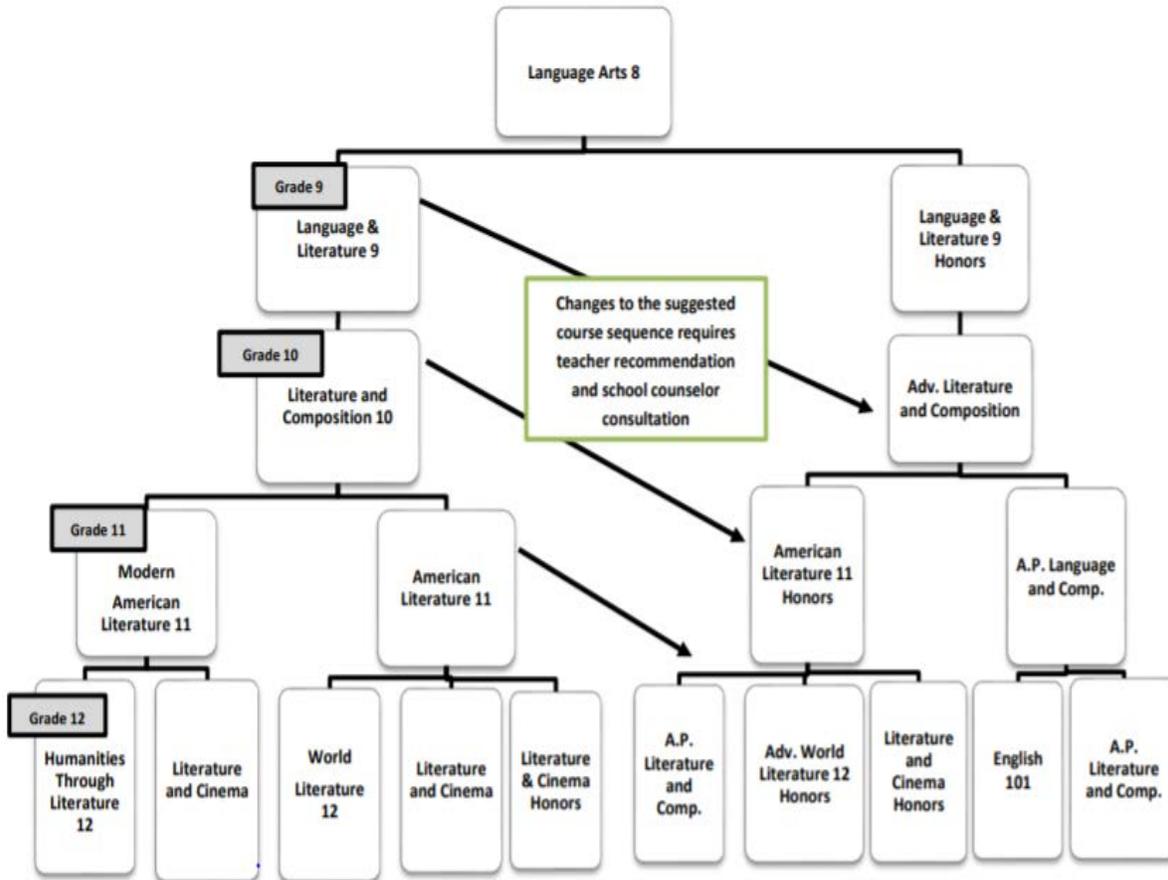
ENGLISH

The Teaneck High School English course offerings are part of a comprehensive college and career readiness program that focuses on the importance of close, attentive reading with a specific focus on critical reading skills that aid in the comprehension and appreciation of complex works of literature. Over the course of four years, students develop their voices by writing arguments to support claims, creating narratives and developing expository pieces that explain and synthesize essential information.

To fulfill the New Jersey State English graduation requirement, students are required to take four full-year core courses for 20 credits.

SUGGESTED SEQUENCE OF ENGLISH COURSES

The following chart serves as a visual representation of the course sequences that are available. This may be used as a guide; however, final decisions are made among families, teachers, students and school counselors.



**These are suggested options for planning. All course decisions should be made in consultation with the school counselor and teacher.*

ELECTIVES AND ADV. PLACEMENT COURSES OFFERED BY THE ENGLISH DEPARTMENT

Grade	English/Language Arts Electives	Adv. Placement Course
Grade 9	<ul style="list-style-type: none"> ● Language Arts Literacy Center 9 	
Grade 10 Incoming Sophomores	<ul style="list-style-type: none"> ● Language Arts Literacy Center 10 ● Literature and Cinema ● Literature and Cinema Honors ● Creative Writing I ● Journalism ● SAT: Verbal (2.5 credits) ● African American Literature ● Modern and Contemporary Latin American Literature 	
Grade 11 Incoming Juniors	<ul style="list-style-type: none"> ● Language Arts Literacy Center 11 ● Literature and Cinema ● Literature and Cinema Honors ● Creative Writing I ● Creative Writing II ● Journalism ● SAT: Verbal (2.5 credits) ● African American Literature ● Modern and Contemporary Latin American Literature 	Adv. Placement Language and Composition
Grade 12 Incoming Seniors	<ul style="list-style-type: none"> ● Creative Writing I ● Creative Writing II ● Journalism ● SAT: Verbal (2.5 credits) ● African American Literature ● Modern and Contemporary Latin American Literature 	Adv. Placement Literature and Composition

NINTH GRADE ENGLISH OFFERINGS

COURSE: LANGUAGE AND LITERATURE 9 HONORS

OPEN TO: Grade 9

CREDIT: 5 Credits

There is a required summer reading assignment due at the first class meeting.

This course provides intensive, in-depth readings in classical and modern literature. The various types of literature include drama, novels, epics, essays, short stories, and poems. Titles may include the following: *Great Expectations*, *Romeo and Juliet*, *I Know Why the Caged Bird Sings*, *Death of a Salesman*, and *The Odyssey*. Students enrolled in the honors course must be highly motivated and self-directed in order to conduct additional research projects and papers that require critical thinking and literary analysis.

COURSE: LANGUAGE AND LITERATURE 9

OPEN TO: Grade 9

CREDIT: 5 Credits

There is a required summer reading assignment due at the first class meeting.

This course provides intensive readings in classical and modern literature. Writing skills include the development of the five-paragraph essay, as well as the personal essay. Emphasis is placed on systematic vocabulary study and on grade-level composition skills. Titles included in this course are as follows: *I Know Why the Caged Bird Sings*, *Romeo and Juliet*, *The Odyssey* and *Parrot in the Oven*, among others.

TENTH GRADE OFFERINGS

COURSE: ADVANCED LITERATURE AND COMPOSITION 10 (Honors)

OPEN TO: Grade 10

CREDIT: 5 Credits

There is a required summer reading assignment due at the first class meeting.

This course provides an opportunity for an in-depth study of classical and modern literature. Students will become familiar with the basic approaches to literary criticism. Expository writing assignments are required for each work of literature. These writing assignments will emphasize advanced expository writing techniques. A research paper bringing together techniques for research, parenthetical citations, organization and composition is required. Students enrolled in this honors course must be self-motivated in order to conduct additional research and papers that require critical thinking and literary analysis. Literature for this course includes *Antigone*, *Macbeth*, *Black Boy*, *Lord of the Flies*, and *Night* among others.

COURSE: LITERATURE AND COMPOSITION

OPEN TO: Grade 10

CREDIT: 5 Credits

There is a required summer reading assignment due at the first class meeting.

This course provides a broad background in both classical and modern literature with an emphasis on drama, the novel, and short story. There is a systematic study of vocabulary. Writing assignments are required for each work. A research paper, utilizing standard research techniques, is required. Literature for this course may include *Macbeth*, *Black Boy*, *How the García Girls Lost Their Accents*, and *Night*, among others.

ELEVENTH GRADE OFFERINGS

COURSE: ADVANCED PLACEMENT LANGUAGE & COMPOSITION

OPEN TO: Grade 11

PREREQUISITE: Adv. Literature and Composition 10 with a Grade B or higher and Teacher Recommendation

CREDIT: 5 Credits

There is a required summer reading assignment due at the first class meeting.

This college-level course is designed for the junior who not only wishes to pursue an advanced placement sequence for the final two years of high school, but who possesses an interest in complex and rigorous analysis of literature and non-fiction. Independent readings and a critical research paper are required each semester. All students enrolled in this course will be encouraged to take the AP Language and Composition Exam in May. The literature in this course may include the following: *The Scarlet Letter*, *Catcher in the Rye* and *The Great Gatsby*. Students will read additional works by Toni Morrison, Walt Whitman, and selected non-fiction works by Emerson, Thoreau, and contemporary American writers. Appropriate written assignments will accompany each literary work.

COURSE: AMERICAN LITERATURE 11 HONORS

OPEN TO: Grade 11

PREREQUISITE: Adv. Literature and Composition 10 with a Grade B

CREDIT: 5 Credits

Eligible for three college credits through Fairleigh Dickinson University.

There is a required summer reading assignment due at the first class meeting.

This advanced course is designed for the student who wishes to pursue an intensive approach to the reading of major American works and to the fundamentals of strong writing. This course stresses the recognition of general ideas or

themes and the appreciation of literary techniques. The reading load is demanding, as is the frequency of expository writing. An extensive research paper on a work of American literature is required. The literature may include the following: *The Scarlet Letter*, *The Great Gatsby*, *Native Son*, *The Catcher in the Rye* and *A Streetcar Named Desire*, among others.

COURSE: AMERICAN LITERATURE 11

OPEN TO: Grade 11

CREDIT: 5 Credits

There is a required summer reading assignment due at the first class meeting.

This course provides a broad diverse background in American literature through a concentrated study of representative dramas, novels, short stories, and poems. The literature may include the following: *A Streetcar Named Desire*, *A Lesson Before Dying*, *The Catcher in the Rye* and *Native Son*. In addition, reading from Hughes, Whitman, Thoreau, and Miller will be analyzed. A systematic study of vocabulary as well as a major emphasis on expository writing is included. Writing assignments are required for each literary work. A research paper based upon an American work of literature is required.

COURSE: MODERN AMERICAN LITERATURE 11

OPEN TO: Grade 11

CREDIT: 5 Credits

There is a required summer reading assignment due at the first class meeting.

This course helps students develop language arts skills through a study of modern American literature and close attention to frequent expository writing. In addition, this course also prepares students for success on the state assessment through a study of writing and reading strategies and techniques. Literature for this course includes the following: *The Catcher in the Rye*, *The Absolutely True Diary of a Part-Time Indian*, various short stories and poetry with an additional focus on college and career research.

TWELFTH GRADE OFFERINGS

COURSE: ADVANCED PLACEMENT LITERATURE & COMPOSITION

OPEN TO: Grade 12

PREREQUISITE: American Literature 11 (H) with a grade of B or higher and Teacher Recommendation

CREDIT: 5 Credits

There is a required summer reading assignment due at the first class meeting.

This college-level course is designed for the senior who wishes not only to qualify for advanced placement in college but who has an intense interest in complex and challenging literature. Whenever practical, each student is required to present a seminar on a complex text or a seminar on a section of a text. Discussion follows each presentation. The course includes poetry analysis, preparation for the Advanced Placement Test, and intensive reading. Some representative texts studied in this course are *The Dubliners*, *Metamorphosis*, *Beowulf*, *Grendel*, selections from *Gulliver's Travels*, and the writings of Eliot, Keats, Camus, Ellison, D.H. Lawrence, and Shakespeare. Writing assignments focus on critical analysis of literature.

COURSE: WORLD LITERATURE 12

OPEN TO: Grade 12

CREDIT: 5 Credits

There is a required summer reading assignment due at the first class meeting.

This course provides an opportunity to read, discuss, and analyze a wide range of world literature in preparation for college. Writing assignments are required for each work. In addition, students are required to write a major critical paper analyzing a work of literature. The literature may include the following: *The Stranger*, *Weep Not, Child*, *The Collector*, and other selected short stories, and poetry from around the world.

COURSE: **ADVANCED WORLD LITERATURE 12 HONORS**
OPEN TO: **Grade 12**
PREREQUISITE: **American Literature 11 (H) with a grade of B or higher; or**
 Am. Lit. 11 with a Grade of B or higher; and
 Teacher Recommendation
CREDIT: **5 Credits**

There is a required summer reading assignment due at the first class meeting.

The course provides the student with the opportunity to study some of the masterpieces of world literature. The course focuses upon literary analysis through teacher lecture, class discussions, individual and group projects, research and writing. Students enrolled in the honors course must be self-motivated to conduct an independent critical paper, research independently and complete a major writing assignment accompanying each work. The literature may include the following: *The Iliad, A Thousand Splendid Suns, Red Azalea, and Purple Hibiscus*, among others.

COURSE: **ENGLISH COMPOSITION 101 HONORS**
OPEN TO: **Grade 12**
PREREQUISITE: **American Literature 11 (H) with a grade of B or higher; or**
 Adv. Placement Language & Composition with a grade of B; and
 Teacher Recommendation
CREDIT: **5 Credits**

Eligible for three college credits through Fairleigh Dickinson University and three college credits from Bergen Community College

There is a required summer reading assignment due at the first class meeting.

This advanced course is designed to develop the college level expository writing skills. The curriculum for the first semester is aligned with a College Composition 101 course and emphasizes writing; the curriculum for the second semester is aligned with a College Composition 102 and emphasizes writing about literature. The focus will be placed on the skilled objective analysis necessary for college writing assignments, clear organization of material, and precision in grammar and mechanics. Additionally, a focus will be placed on reading and writing about literature at the college level.

COURSE: **HUMANITIES THROUGH LITERATURE 12**
OPEN TO: **Grade 12**
CREDIT: **5 Credits**

There is a required summer reading assignment due at the first class meeting.

This course elevates and stretches the students' narrative imagination, his or her ability to understand the records of lived experiences outside of his or her own individual social and cultural context and a study of the human condition using analytical, critical, and speculative models and methods. There is a major writing assignment associated with each work of literature. The literature may include *Bodega Dreams*, selected short stories, nonfiction and poetry.

ENGLISH ELECTIVES

COURSE: **LANGUAGE ARTS LITERACY CENTER**
OPEN TO: **Grade 9**
CREDIT: **5 Credits**

This course is designed to sharpen the reading and writing skills that are required at the secondary level. Students receive intensive instruction in order to sharpen proficiency in the areas of reading and writing. Students who did not meet expectations on the New Jersey Student Learning Standards - ELA 8 will be considered for enrollment in this course to ensure academic success.

COURSE: LANGUAGE ARTS LITERACY CENTER

OPEN TO: Grade 10

CREDIT: 5 Credits

This course is designed to sharpen the reading and writing skills that are required at the secondary level. Students receive intensive instruction in order to sharpen proficiency in the areas of reading and writing. Students who did not meet expectations on the New Jersey Student Learning Standards - ELA 9 will be considered for enrollment in this course to ensure academic success.

COURSE: LANGUAGE ARTS LITERACY CENTER

OPEN TO: Grade 11

CREDIT: 5 Credits

This course is designed to sharpen the reading and writing skills that are required at the secondary level. Students receive intensive instruction in order to sharpen proficiency in the areas of reading and writing. Students who did not meet expectations on the New Jersey Student Learning Standards - ELA 10 will be considered for enrollment in this course to ensure academic success.

COURSE: SAT/ACT PREP: VERBAL

OPEN TO: Grades 10 - 12

CREDIT: 2.5 Credits

This course is designed to prepare students to take the PSAT and SAT tests. The student will learn the format of the SAT and its component parts. The course will provide students with strategies for taking the SAT and a complete review of the skills necessary to maximize their success. SAT concepts, vocabulary development, test-taking skills and strategies will be emphasized. A grammar review will be provided for the writing section of the PSAT.

COURSE: SENIOR SEMINAR LAL FALL or SENIOR SEMINAR LAL SPRING

OPEN TO: Grade 12

CREDIT: 2.5 Credits

This course is designed to provide graduating seniors with the fundamental skills in English/language arts needed to be considered career and college ready. (Teacher recommendation and school counselor placement required.)

COURSE: CREATIVE WRITING I

OPEN TO: Grades 10 - 12

CREDIT: 5 Credits

This course is designed for students who would like an opportunity to write creatively. The course aims to stimulate keener and more sensitive observations of life, to provide a medium for self-expression, and to enhance and develop writing talent. Writing assignments are varied and challenging, and cover the use of figurative language, the writing of short stories, short plays, and poetry. Representative examples of literary forms are analyzed as a pre-writing activity. Student work is frequently read aloud and discussed. The teacher provides constructive, detailed criticism. Peer evaluation is offered, as well.

COURSE: CREATIVE WRITING II

OPEN TO: Grades 11 - 12

PREREQUISITE: Creative Writing I

CREDIT: 5 Credits

This course is designed for students who would like an opportunity to continue expanding their creative writing skills.

Individualized projects for short story, drama, and poetry will allow students to meet their needs and express their talents. Students will develop their own portfolios.

COURSE: MODERN AND CONTEMPORARY LATIN AMERICAN LITERATURE

OPEN TO: Grades 10 - 12

CREDIT: 5 Credits

Students who take the Latin American Literature course will read the works of authors from the “Boom” era such as Gabriel García-Márquez, Julio Cortázar (stories from *Blow-Up and Other Stories*), a selection of short stories (from *Latin American Short Stories*), as well as contemporary prose works by Julia Alvarez, Isabel Allende, Laura Esquivel. Latin American drama will also be represented by modern and contemporary authors. Literary movements such as Modernism, Regionalism, and Cosmopolitanism will be studied in relation to the socio-political conditions of their respective areas, and in relation to the U.S./Latin American connection.

COURSE: JOURNALISM

OPEN TO: Grades 10 - 12

CREDIT: 5 Credits

This course is geared to a formal study of various aspects of the newspaper, such as writing features, human interest stories, news, sports, editorials, and reviews, etc. In addition to the study of the newspaper, students will work on the actual production of the Teaneck High School newspaper. Sophomores and juniors are expected to become members of the newspaper staff during their junior or senior year in high school. This is an elective course and does not fulfill the English program requirement. Students who select this course should have a proficiency in grammar and an interest in writing.

COURSE: AFRICAN AMERICAN LITERATURE

OPEN TO: Grades 10 - 12

CREDIT: 5 Credits

This course offers an in-depth study of African American literature. The first portion of the course begins in Africa with the literature of Ancient Egypt: *Hymn of Anton*, *Sundiata*, *Epic of Old Mali*, and African folktales. This is followed with African-American writers from Colonial America such as Frederick Douglass and Phyllis Whitley. The novel *Middle Passage* is studied and is followed by Stephen Spielberg’s film *Amistad*. The semester concludes with the Harlem Renaissance writers.

The second portion of the course covers modern African-American literature such as *The Wedding and Their Eyes Were Watching God*. Students will also read and discuss protest literature of the 1960s and read short stories by James Baldwin. Students should expect to write papers and complete projects.

COURSE: LITERATURE AND CINEMA

OPEN TO: Grades 10 - 12

CREDIT: 5 Credits

There is a required summer reading assignment due at the first class meeting.

In this course, students will be introduced to film technique and the effect it has on storytelling. Utilizing various genres of literature and film, the course provides students with the analytical techniques to evaluate and analyze film and introduces the student to the rich and dynamic inter-textual study of the written word, the moving image, and academic discourse. The course affords students the opportunity to explore the limits and excesses of adapting literature into film while offering a solid foundation in the application of critical lenses to analyze literature and film: psychology, sociology, and anthropology are just some off the critical lenses utilized to explore these two mediums. In addition to traditional Film Adaptation Theory, students will explore two distinct sub- genres of the field: auteur analysis and Hybrid Mode Shakespearean Adaptations.

This is an elective course for tenth and eleventh grade students and does not fulfill the English program requirement for them. Twelfth grade students may select to take the course for either elective credit or for English credit.

COURSE: LITERATURE AND CINEMA HONORS

OPEN TO: Grades 10 - 12

CREDIT: 5 Credits

There is a required summer reading assignment due at the first class meeting.

In this course, students will be introduced to film technique and the effect it has on storytelling. This is an advanced-level course that affords students the opportunity to explore the limits of adapting literature to film. Readings and viewings will take place at an expedited pace. Students who enroll in this course must be self-motivated and able to work through and analyze longer texts.

This is an elective course for tenth and eleventh grade students and does not fulfill the English program requirement for them. Twelfth grade students may select to take the course for either elective credit or for English credit.

ENGLISH AS A SECOND LANGUAGE (ESL)

The Teaneck High School English as a Second Language course offerings are part of a program that is aligned with federal and local requirements for standards, assessments and accountability for English Language Learners (ELLs). The courses are designed to assist students in developing the necessary fluency, vocabulary, and comprehension skills in reading and writing to be successful in core content areas.

COURSE: ESL READING

OPEN TO: Grades 9 - 12

CREDIT: 5 Credits

This course is designed to help students develop the fluency, vocabulary and comprehension skills needed for success in content areas as well as on state assessments. Students will receive instruction in reading-to-learn strategies, critical reading and the writing process. Connections are made to students' lives through text, journals, poetry and independent reading.

COURSE: ESL I

OPEN TO: Grades 9 - 12

CREDIT: 5 Credits

Students who are new to the district are required to take a state mandated screening assessment which measures listening, speaking, reading, and writing in order to qualify for ESL services. Students are placed in courses according to English language proficiency.

This is a beginning-level course is designed to improve the listening, speaking, reading, writing, and viewing skills for English learners. The main goal is to help students acquire both social and academic English while also developing reading and writing fluency. Students will read various texts from diverse authors and compose written pieces ranging from narrative to expository writing.

COURSE: ESL II

OPEN TO: Grades 9 - 12

PREREQUISITE: ESL I

CREDIT: 5 Credits

Students who are new to the district are required to take a state mandated test in listening, speaking, reading, and writing to qualify for ESL services and are placed in this level based on test scores.

There is a required summer reading assignment due at the first class meeting.

This is an intermediate-level course designed to improve the listening, speaking, reading, writing, and viewing skills of non-native speakers of English. The course is designed to improve these skills to a proficiency level that would facilitate learning in mainstream classes. This course includes a study of vocabulary, grammar, reading strategies, and essay writing skills. Students will also receive reinforcement in content areas.

COURSE: ESL III
OPEN TO: Grades 9 - 12
PREREQUISITE: ESL II
CREDIT: 5 Credits

Students who are new to the district are required to take a state mandated test in listening, speaking, reading, and writing to qualify for ESL services and are placed in this level based on test scores.

There is a required summer reading assignment due at the first class meeting.

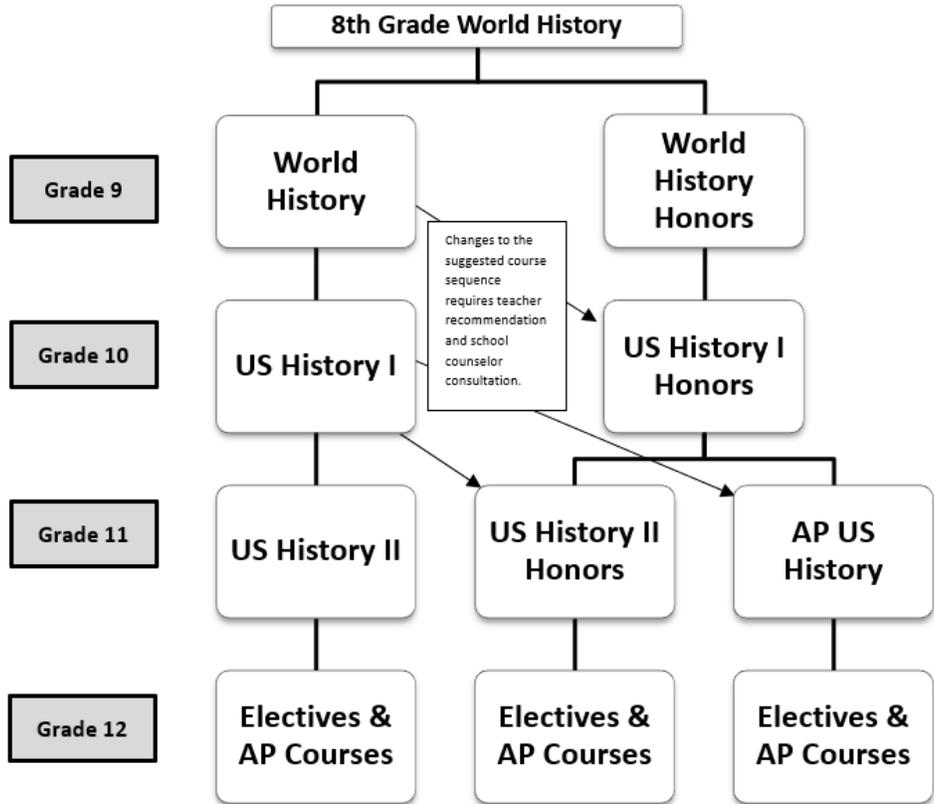
This is an advanced-level course designed to improve the listening, speaking, reading, writing, and viewing skills of non-native speakers of English. There is an emphasis on developing interpretive and critical thinking skills in the target language. This course includes a study of vocabulary, grammar, reading strategies, and essay writing skills. Students will receive reinforcement in the content areas.

Social Studies

The Teaneck High School Social Studies course offerings are part of a comprehensive college and career readiness program. The Social Studies Department aims to prepare students to participate as active, informed, contributing and responsible citizens in our democratic society on a local, state, national and global level. The full range of Social Studies courses strives to impart to students the social and academic skills, knowledge, values, and perspectives needed to be productive citizens. Upon completion, students will have a working and practical knowledge of the history and governance of the United States as well as a global framework of the multiple and diverse perspectives, events, institutions, cultures and peoples of the world.

To fulfill the New Jersey State History requirements, students are required to take a minimum of three full-year core courses, one year of World History and two years of United States History. In addition, 2.5 credits in financial, economic, business, and entrepreneurial literacy are required during their high school years.

Suggested Sequence: Social Studies



**These are suggested options for planning. All course decisions should be made in consultation with the school counselor and teacher.*

Social Studies Core Courses

COURSE: WORLD HISTORY (formerly Global History)

OPEN TO: Grade 9

PREREQUISITE: 8th Grade World History

CREDIT: 5 Credits

This course is a one-year survey of world history tracing the major patterns of human development and contributions of civilizations from around the world from the 15th century to the present day. World History begins with a brief review of global legacies of the classical and medieval worlds. Time will then be spent examining the major historical progressions from the first Global Age through the Industrial Revolution. The remaining units will then focus on the major global events of the 20th century towards the modern era of globalization. Through each unit of study, students will develop historical critical thinking skills toward one's knowledge and understanding of the past and the application of those skills toward questions encountered at present and in the future.

COURSE: WORLD HISTORY HONORS (formerly Global History Honors)
OPEN TO: Grade 9
PREREQUISITE: 8th Grade World History, Grades & Department Approval
CREDIT: 5 Credits

This course is open to those students who have demonstrated the highest level of ability and interest in social studies. World History Honors is an in-depth one-year survey of world history tracing the major patterns of human development and contributions of civilizations from around the world from the 15th century to the present day. This course follows a thematic progression of world history from the First Global Age through the Industrial Revolution into the 20th century towards the modern era of globalization. Students enrolled in World History Honors must be self-motivated to manage notable reading assignments and demonstrate one's ability as effective speakers and writers to enhance communication and shared knowledge in the classroom. Students will also conduct independent research projects, papers, and seminar presentations. Through each unit of study, students will develop historical critical thinking skills toward one's knowledge and understanding of the past and the application of those skills toward questions encountered at present and in the future.

COURSE: US HISTORY I
OPEN TO: Grade 10
PREREQUISITE: World History
CREDIT: 5 Credits

This course is a one-year survey of United States History exploring the ways the nation has developed and functioned from early colonial times through the late 19th century industrialization. US History I aims to build an understanding of the ideals and foundations of the US government; an awareness of the problems and resolutions that developed as the nation expanded; and stresses the experiences and contributions of Americans from Anglo, African, Asian, European, Latinx/Hispanic and Indigenous ancestry. Students will also examine current American political, social, cultural, economic and environmental trends in light of their historical antecedents. Emphasis is placed on the continued development of a student's historical critical thinking skills toward one's knowledge and understanding of the past and the application of those skills toward questions encountered at present and in the future. The role of citizenry in a democratic republic is also investigated from both historical and contemporary perspectives.

COURSE: US HISTORY I HONORS
OPEN TO: Grade 10
PREREQUISITE: World History Honors with Department Approval or World History with Department Approval
CREDIT: 5 Credits

This course is open to those students who have demonstrated the highest level of ability and interest in social studies. Students enrolled in this course will begin preparation for a two-year accelerated program to take the Advanced Placement United States History examination at the end of their junior year. Reading and interpretative writing assignments are substantial. This full-year course investigates the significant events, people, developments and processes of the United States from pre-colonial times through late 19th century industrialization. Students will develop and use the skills and methods of historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity & change. Thematically, students will explore themes throughout the course in order to make connections among historical developments in different times and places: national identity; work, exchange & technology; geography & the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Students enrolled in US History I Honors must be self-motivated to manage substantial reading assignments, develop critical thinking skills, and demonstrate one's ability as effective speakers and writers to enhance communication and shared knowledge in the classroom. Students will also conduct independent research projects,

papers, and seminar presentations. The role of citizenry in a democratic republic is also investigated from both historical and contemporary perspectives. **This course will require a summer assignment.**

COURSE: US HISTORY II

OPEN TO: Grade 11

PREREQUISITE: US History I

CREDIT: 5 Credits

This one-year course continues the survey of United States History by offering a thorough examination of the development and changing role of the United States from the early 20th century through the present day. By investigating both domestic and foreign affairs of the nation, US History II traces the evolution of this nation from a 19th century agrarian society to its present-day, complex, post-industrial society. Throughout the course, emphasis is placed on the experiences and contributions of Americans from Anglo, African, Asian, European, Latinx/Hispanic and Indigenous ancestry and the contributions of individuals with disabilities and the LGBTQ+ community. Students will also investigate various issues like civil rights, race relations, immigration, the emergence of the United States as a world power, the quest for equality, human rights, and other important issues that continue to have an impact upon present-day America. In addition, the course builds on the historical critical thinking skills learned in World History and US I as a means of expanding one's knowledge and understanding of the past and the application of those skills toward questions encountered at present and in the future. The role of citizenry in a democratic republic is also investigated from both historical and contemporary perspectives.

COURSE: US HISTORY II HONORS

OPEN TO: Grade 11

PREREQUISITE: US History I Honors with Department Approval or US History I with Department Approval

CREDIT: 5 Credits

This course is open to those students who demonstrate a deep interest in the study of social studies at an advanced level, the ability to analyze & write effectively and the desire to read extensively outside of class in preparation to actively participate in class discussions. US History II Honors is a full-year course that continues an in-depth survey of United States history by offering a thorough examination of the development and changing role of the United States from the late 19th / early 20th century through the present day. Students will develop and use the skills and methods of historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity & change. Thematically, students will explore themes throughout the course in order to make connections among historical developments in different times and places: national identity; work, exchange & technology; geography & the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Students enrolled in US History II Honors must be self-motivated to manage substantial reading assignments, develop critical thinking skills, and demonstrate one's ability as effective speakers and writers to enhance communication and shared knowledge in the classroom. Students will also conduct independent research projects, papers, and seminar presentations. The role of citizenry in a democratic republic is also investigated from both historical and contemporary perspectives. **This course will require a summer assignment.**

COURSE: ADVANCED PLACEMENT UNITED STATES HISTORY

OPEN TO: Grade 11

PREREQUISITE: US History I Honors with Department Approval or US History I with Department Approval

CREDIT: 5 Credits

OTHER: Eligible for 6 college credits - Fairleigh Dickinson University

This course is open to those students who demonstrate a deep interest in the study of social studies at the highest level, a skilled ability to analyze & write effectively and the desire to read extensively outside of class in preparation to actively participate in class discussions. Students enrolled in this course will continue their preparation toward

taking the Advanced Placement United States History examination at the end of their junior year. This full-year, college-level course investigates the significant events, people, developments and processes that have affected the United States. Beginning with an accelerated review of material learned in US History I, AP United States History continues the thorough investigation of the development and changing role of the United States from the late 19th / early 20th century through the present day. Students will develop and use the skills and methods of historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity & change. Thematically, students will explore themes throughout the course in order to make connections among historical developments in different times and places: national identity; work, exchange & technology; geography & the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Students enrolled in AP US History must be self-motivated to manage substantial reading assignments, develop critical thinking skills, and demonstrate one’s ability as effective speakers and writers to enhance communication and shared knowledge in the classroom. Students will also conduct independent research projects, papers, and seminar presentations. The role of citizenry in a democratic republic is also investigated from both historical and contemporary perspectives. **This course will require a summer assignment. All students enrolled in AP US History are expected to prepare and take the AP Exam in May.**

SOCIAL STUDIES ELECTIVES

It is strongly suggested that students take electives in Social Studies for a full and comprehensive experience throughout high school.

Grade	Social Studies Electives	Advanced Placement Courses
Grade 9 Incoming Ninth	<ul style="list-style-type: none"> ● African-American Studies ● Honors Economics 	
Grade 10 Incoming Sophomores	<ul style="list-style-type: none"> ● African-American Studies ● African-American Studies Honors ● Honors Economics ● Latin American Studies 	<ul style="list-style-type: none"> ● AP Economics ● AP Human Geography
Grade 11 Incoming Juniors	<ul style="list-style-type: none"> ● African-American Studies ● African-American Studies Honors ● Comparative Religion & Contemporary Ethics ● Honors Economics ● Introduction to the Criminal Justice System Honors ● Introduction to Law / Sociology ● Latin American Studies ● Psychology ● Social Justice and Human Rights 	<ul style="list-style-type: none"> ● AP Economics ● AP Human Geography
Grade 12 Incoming Seniors	<ul style="list-style-type: none"> ● African-American Studies ● African-American Studies Honors ● Comparative Religion & Contemporary Ethics ● Honors Economics ● Introduction to the Criminal Justice System Honors ● Introduction to Law / Sociology ● Latin American Studies ● Psychology 	<ul style="list-style-type: none"> ● AP Economics ● AP Human Geography ● AP Psychology ● AP US Government & Politics

- | | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Social Justice & Human Rights | |
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COURSE: African-American Studies

OPEN TO: Grades 9 - 12

CREDIT: 5 Credits

African-American Studies is a full-year course providing students with an understanding of the geography, history, and cultures of Africa, as well as the African-American contribution and experience within the history, politics, society and culture of the United States. The course begins with a review of the geography, history and cultures of Africa from ancient times to the modern era. Then students will delve deeply into the experience, position and importance of African-Americans throughout the history of the United States. The course concludes with an investigation into the current state of the African American community, with a specific focus on recent social movements and key figures of the 20th and 21st centuries. Through each unit of study, students will develop historical critical thinking skills toward one's knowledge and understanding of the past and the application of those skills toward questions encountered at present and in the future.

COURSE: African-American Studies Honors

OPEN TO: Grades 10 - 12

CREDIT: 5 Credits

This course is open to those students who have demonstrated a high level of ability and interest in social studies. African-American Studies Honors is a full-year course offering students an in-depth examination of the geography, history, and cultures of Africa, as well as the African-American contribution and experience within the history, politics, society and culture of the United States. The course begins with a review of the geography, history and cultures of Africa from ancient times to the modern era. Then students will delve deeply into the experience, position and importance of African-Americans throughout the history of the United States. The course concludes with an investigation into the current state of the African American community, with a specific focus on recent social movements and key figures of the 20th and 21st centuries. Students enrolled in African-American Studies Honors must be self-motivated to manage notable reading assignments and demonstrate one's ability as effective speakers and writers to enhance communication and shared knowledge in the classroom. Students will also conduct independent research projects, papers, and seminar presentations. Through each unit of study, students will develop historical critical thinking skills toward one's knowledge and understanding of the past and the application of those skills toward questions encountered at present and in the future.

COURSE: Advanced Placement Economics

OPEN TO: Grades 10 - 12

PREREQUISITE: Completion of World History

CREDIT: 5 Credits

OTHER: Eligible for 6 college credits - Fairleigh Dickinson University
Meets the 2.5 credits in financial, economic, business, and entrepreneurial literacy requirement

This course is open to those students who have demonstrated a high level of ability and interest in social studies. Advanced Placement Economics is a full-year, introductory college-level course with two separate areas of Advanced Placement study, Microeconomics and Macroeconomics. AP Microeconomics provides students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within an economic system. Primary emphasis is on how consumers and producers should make decisions and includes the role the government has in promoting greater efficiency and equity in the economy. AP Macroeconomics provides students with a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis is placed on the study of the health of the national economy. Students enrolled in AP Economics must be self-motivated to manage substantial reading assignments, develop critical thinking skills, and demonstrate one's ability as effective speakers and writers to enhance communication and shared knowledge in the classroom. Students will also conduct independent research projects,

papers, and seminar presentations. **This course will require a summer assignment. All students enrolled in Advanced Placement Economics are expected to prepare and take BOTH AP Exams in May.**

COURSE: Advanced Placement Human Geography

OPEN TO: Grades 10 - 12

PREREQUISITE: Completion of World History

CREDIT: 5 Credits

This course is open to those students who have demonstrated a high level of ability and interest in social studies. Advanced Placement Human Geography is a full-year, introductory college-level course introducing students to the systematic study of patterns and processes that have shaped human understanding, the use and alteration of the Earth's surface. Many human activities force people to look around the world and ask, "Why?" This course takes a problem-solving approach where students employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Numerous global topics examined include: gender inequality, cultural studies (ethnicity, language, and religion), migration, population studies, country development, and urban growth and decline. Through each unit of study, students will differentiate human activity at various scales, from local to global and determine the implications of connections between different groups of people. Students enrolled in AP Human Geography must be self-motivated to manage substantial reading assignments, develop critical thinking skills, and demonstrate one's ability as effective speakers and writers to enhance communication and shared knowledge in the classroom. Students will also conduct independent research projects, papers, and seminar presentations. **This course will require a summer assignment. All students enrolled in AP Human Geography are expected to prepare and take the AP Exam in May.**

COURSE: Advanced Placement Psychology

OPEN TO: Grade 12

PREREQUISITE: Completion of World History, US History I, US History II

CREDIT: 5 Credits

OTHER: Eligible for 3 college credits - Bergen Community College

This course is open to those students who have demonstrated a high level of ability and interest in social studies. Advanced Placement Psychology is a full-year, introductory college-level course designed to introduce students to the scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students will explore and apply psychological theories, key concepts, and phenomena associated with the major subfields within psychology, from the biological bases of behavior through the way we are influenced by experience, the environment, and other people. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students enrolled in AP Psychology must be self-motivated to manage substantial reading assignments, develop critical thinking skills, and demonstrate one's ability as effective speakers and writers to enhance communication and shared knowledge in the classroom. Students will also conduct independent research projects, papers, and seminar presentations. **This course will require a summer assignment. All students enrolled in AP Psychology are expected to prepare and take the AP Exam in May.**

COURSE: Advanced Placement United States Government and Politics

OPEN TO: Grade 12

PREREQUISITE: Completion of World History, US History I, US History II

CREDIT: 5 Credits

This course is open to those students who have demonstrated a high level of ability and interest in social studies. Advanced Placement United States Government and Politics is a full-year, introductory college-level course in U.S. government and politics. This course introduces key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students

will examine foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. Students will also engage in disciplinary practices requiring one to read and interpret data, make comparisons and application, and develop evidence-based arguments. Students enrolled in AP U.S. Government and Politics must be self-motivated to manage substantial reading assignments, develop critical thinking skills, and demonstrate one's ability as effective speakers and writers to enhance communication and shared knowledge in the classroom. Students will also conduct independent research projects, papers, and seminar presentations. **This course will require a summer assignment. All students enrolled in AP US Government and Politics are expected to prepare and take the AP Exam in May.**

COURSE: Comparative Religion & Contemporary Ethics
OPEN TO: Grades 11 - 12
PREREQUISITE: Completion of World History & US History I
CREDIT: 5 Credits

This full-year course will consist of a semester of study of Comparative Religion and a semester of Contemporary Ethics. The aim of the first semester is to learn about the fundamental systems of belief, systems of behavior, and the institutional and private dimensions that organize these world religions. Content covered in the first semester of study will include Philosophy of Religion, Judaism, Christianity, Islam, Hinduism, and Buddhism. This semester will aim to assist students in understanding how the US legal system interacts with religion as well as the ethical "machinery" that goes to work at the individual and community level when confronted with a moral dilemma. Content covered in the second semester of study will examine religion and US law as well as various contemporary ethical theories and perspectives, many of which are linked to religion and some that are not.

COURSE: Honors Economics
OPEN TO: Grades 9 - 12
PREREQUISITE: Completion of World History
CREDIT: 5 Credits
OTHER: Meets the 2.5 credits in financial, economic, business, and entrepreneurial literacy requirement

This course is open to those students who have demonstrated a high level of ability and interest in social studies. Honors Economics is a full-year course affording students a thorough understanding of our economic system through the study of microeconomics and macroeconomics. Course content will include an analysis of the economic system as a whole as well as the role of individuals, businesses and governments. Taxation, debt, growth, the market economy, globalization, fiscal and monetary policy, inflation and other economic indicators will be some of the areas studied during the year. Through the use of simulations, hands-on activities, class trips and guest speakers, students will gain a deeper appreciation and understanding of economics. In addition, students enrolled in Honors Economics must be self-motivated to manage notable reading assignments and demonstrate one's ability as effective speakers and writers to enhance communication and shared knowledge in the classroom. Students will also conduct independent research projects, papers, and seminar presentations.

COURSE: Introduction to the Criminal Justice System Honors
OPEN TO: Grades 11 - 12
PREREQUISITE: Completion of World History & US History I
CREDIT: 5 Credits
OTHER: Eligible for 3 college credits - Fairleigh Dickinson University

This course is open to those students who have demonstrated a high level of ability and interest in social studies. Introduction to the Criminal Justice System is a full-year, college-level survey course designed to provide students with a comprehensive overview of the complex inner workings of the American Criminal Justice System. The course begins with a study of the social, political and philosophical principles and underpinnings of the United States

and the U.S. Constitution. The three major components analyzed within this context are: police and law enforcement, the courts and adjudication process, and the system of corrections. Other topics of investigation include criminology, juvenile delinquency, computer / data information technologies, drug abuse, and terrorism. Students enrolled in the Introduction to the Criminal Justice System Honors course must be self-motivated to manage notable reading assignments and demonstrate one's ability as effective speakers and writers to enhance communication and shared knowledge in the classroom. Students will also conduct independent research projects, papers, and seminar presentations.

COURSE: Introduction to Law / Sociology
OPEN TO: Grades 11 - 12
PREREQUISITE: Completion of World History & US History I
CREDIT: 5 Credits

This full-year course consists of one semester of Law and one semester of Sociology. The Law course will provide students with a basic understanding of the individual's relationship with the government through the study of family law, criminal law, civil law and the administration of justice. Juvenile rights and responsibilities are considered in relation to the student in the context of one's school, community, and society at large. Selected court decisions are analyzed, and legal rights / obligations are emphasized in a practical way. Sociology, the second-half of the course, will introduce students to the basic principles and concepts of group behavior. Students will investigate basic sociological concepts and the techniques of social science by focusing on culture, socialization, social change, group dynamics and social institutions using local, national and global examples. Equipped with an understanding of these principles and concepts, students will explore contemporary social issues and problems.

COURSE: Latin American Studies
OPEN TO: Grades 10 - 12
PREREQUISITE: Completion of World History
CREDIT: 5 Credits

Latin American Studies is a full year course examining the culture, history, society, and geography of Latin America. The course design allows students to analyze in-depth the cultural and ethnic distinctions that exist between Latin-American countries, both historical and contemporary. Latin American Studies also incorporates interdisciplinary content and skills within Math, Science, Language Arts, Economics, Music and Literature. Students will generate skills to compete in the modern world and workforce through global and civic awareness, financial and technological literacy and career readiness for the successful navigation and acquisition of 21st century knowledge and skills. Students will also learn about the many contributions of people of color, people with disabilities and those within the LGBTQ+ community to the historic and social landscape of Latin America and the world. Through the examination of current events and issues in the Latin American world, students will develop historical critical thinking skills toward one's knowledge and understanding of the past and the application of those skills toward questions encountered at present and in the future.

COURSE: Psychology
OPEN TO: Grades 11 - 12
PREREQUISITE: Completion of World History & US History I
CREDIT: 5 Credits

This full-year course introduces the science of psychology and its attempt to understand the behaviors, thoughts, and emotions of human beings and other animals. Students will be introduced to the history of psychology and its beginnings before being exposed to the different perspectives of psychology. The course includes, but is not limited to, areas of science and research, growth and development, sensation and perception, learning, consciousness, abnormal behavior, and the promotion of wellness. Students may also be exposed to a series of interdisciplinary connections that may include Language Arts, Economics, Science, Media and Technology, and Moral/Social Awareness. The concepts listed are explored through various classroom strategies and learning activities, large and

small group interaction, creative research projects, case studies, and a wide range of print and media resources. Emphasis is placed upon the use of recommended readings and text materials, discussion, research, cooperative learning, and hands-on activities.

COURSE: Social Justice and Human Rights

OPEN TO: Grades 11 - 12

PREREQUISITE: Completion of World History & US History I

CREDIT: 5 Credits

This full-year course introduces and examines the concepts of Social Justice and Human Rights through a modern lens. The idea behind social justice is to create fair relationships between different parts of society. Whether that be person-to-person relationships or citizen-to-government relations, there are many privileges granted to some while others are denied similar opportunities. This course seeks to create an understanding and encourage conversation around these issues. Students will apply their knowledge of justice and human rights in order to better understand pervasive issues that affect people around the world. Topics to be discussed include racial profiling, abortion, amateur athletics, poverty, prisoner rights, and many more. Additionally, students will examine the issue of cultural relativism and why standards of behavior and law can vary greatly from one place to another. Students will complete this course with an understanding of basic human rights, how those rights are protected and/or violated, and with a better perspective on the role individuals play in raising awareness for victims.

MATHEMATICS

Teaneck High School mathematics course offerings are part of a comprehensive college preparatory curriculum. Depending on the student's individual aspirations, a wide range of mathematics courses are available. The student should carefully read the course descriptions that follow to determine the curriculum choices that best fulfill his or her needs and interests. All students must successfully complete four years of mathematics at Teaneck High School. Suggested course sequences are shown at the end of this section.

To meet the State graduation requirement for mathematics all students must meet or exceed expectations (level 4 or 5) on the State mandated New Jersey Student Learning Assessment (NJSLA) Algebra I exam.

Mathematics is the field of study that deals with quantities and magnitudes aided by the use of symbols. The acquisition of its content involves inquiry, exploration, and discovery. Through the use of collaborative groups, modern technology, and instructional models, we strive to make mathematics a useful tool for all students.

A fundamental goal of the mathematics program is to provide students of Teaneck High School with the necessary skills and concepts required to be competitive in the 21st century global economy. The mathematics curriculum consists of courses, units of instruction, and activities designed to address the mathematics needs of all students. The New Jersey Student Learning Standards are incorporated in all classes. The curriculum emphasizes the development of the:

- ability to reason abstractly and quantitatively;
- construction of viable arguments and critiquing the reasoning of others;
- ability to analyze and solve problems of a variety of types and varying degrees of difficulty;
- facility to perform mathematical operations;
- understanding of the nature and structure of mathematics for application across disciplines;
- competence in responding as an effective consumer; and
- understanding of advanced mathematical concepts.

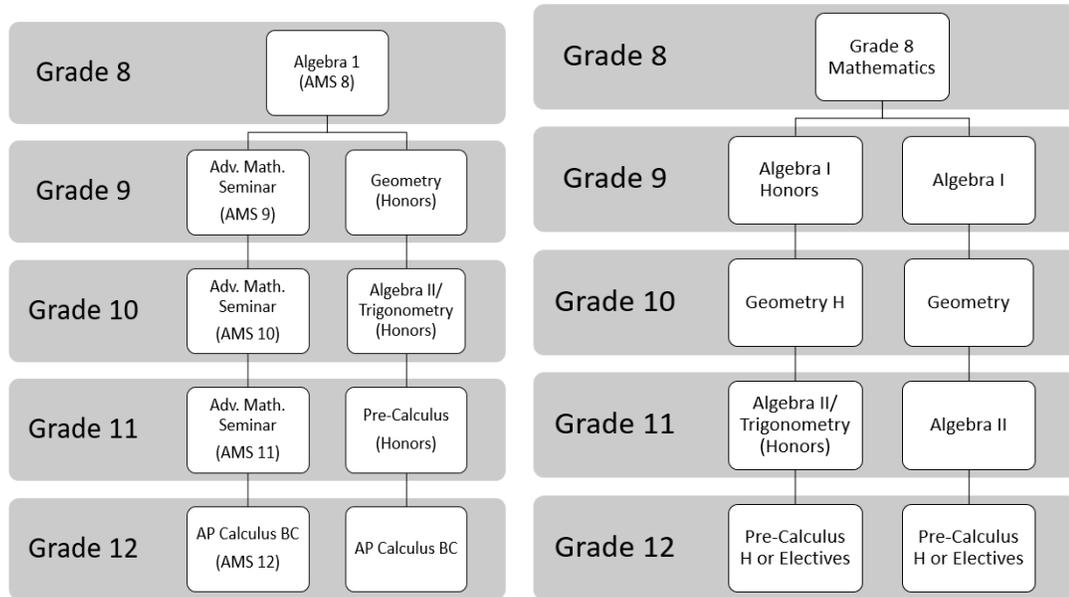
Teaneck High School mathematics courses include a required summer assignment that is due at the first class meeting. Students are given materials for the assignment in June of their previous grade.

Assignments are also posted on the district website <http://www.teaneckschools.org>.

Placement in subsequent courses is based upon, but not limited to: teacher recommendations, mathematics grades, end-of-course assessment, general subject assessments and state assessment results.

Students who enroll in honors courses must be prepared to work at an accelerated pace, and must be self-motivated with well-developed work habits and critical thinking skills.

Suggested Course Sequence for Mathematics



A final grade of B or higher required to remain in honors progressions.

Electives available for juniors and seniors include:

Electives	Prerequisite
Collegiate Mathematics	Algebra II
Financial Algebra	Algebra II
Introduction to Statistics & Calculus Honors	Pre-Calculus or Pre-Calculus Honors
Pre-Calculus	Algebra II or Algebra II/Trigonometry Honors
Pre-Calculus Honors	Algebra II/Trigonometry Honors
AP Calculus AB	Pre-Calculus Honors
AP Calculus BC	Advanced Mathematics Seminar (AMS) 11
AP Statistics	Pre-Calculus Honors or Algebra II/Trigonometry Honors

One year of the following Computer Science courses can be used to fulfill *ONE YEAR* of the four-year mathematics requirement:

Elective	Prerequisite
Arduino Exploration	No Prerequisite
Computer Science I	No Prerequisite
Computer Science II	Computer Science I
AP Computer Science A	Computer Science II
AP Computer Science Principles	Algebra I

COURSE: **SAT/ACT PREP: MATHEMATICS**

OPEN TO: **Grades 10 – 12**

CREDIT: **2.5 Credits**

This course is designed to prepare students to take the PSAT and SAT assessments. The student will learn the format of the SAT and its component parts. The course will provide students with strategies for taking the SAT and a complete review of the skills necessary to maximize their success. SAT concepts, vocabulary development, test-taking skills and strategies will be emphasized. The student should have successfully completed courses in Algebra I, Geometry and Algebra II, or presently be enrolled in Algebra II. A grammar review will be provided for the writing section of the PSAT.

COURSE: **SENIOR SEMINAR MATHEMATICS FALL or
SENIOR SEMINAR MATHEMATICS SPRING**

OPEN TO: **Grade 12**

CREDIT: **2.5 Credits**

This course is designed to provide graduating seniors with the fundamental skills needed to be considered career and college ready.

COURSE: **ALGEBRA I**

OPEN TO: **Grades 9 - 10**

CREDIT: **5 Credits**

All students must meet or exceed expectations (level 4 or 5) on the State mandated New Jersey Student Learning Assessment (NJSLA) Algebra I exam to meet the high school graduation requirement.

This Algebra I course integrates skills, properties, uses, and representations of real numbers and Algebraic expressions. Its development of algebra as a language and its emphasis on graphing will deepen student understanding of mathematics at an abstract level. Topics include, but are not limited to: solving and graphing equations and inequalities, identifying functions and relations, solving systems of linear equations, working with polynomials, factoring quadratics and graphing quadratic functions. This Algebra I course meets every day.

COURSE: **ALGEBRA I HONORS**

OPEN TO: **Grades 9 - 10**

PREREQUISITE: **Math 8 with a final grade of B+, demonstrated proficiency on State mandated assessments and teacher recommendation.**

CREDIT: **5 Credits**

All students must meet or exceed expectations (level 4 or 5) on the State mandated New Jersey Student Learning Assessment (NJSLA) Algebra I exam to meet the high school graduation requirement.

This rigorous course requires students to use independent and critical thinking. The range of concepts is much greater than that of the Algebra I course and the pace is faster. This course emphasizes the structure of algebraic language, concepts and skills. Major concepts include working with real numbers, solving equations, polynomials, factoring polynomials, introduction to functions, systems of linear equations, inequalities, rational and irrational numbers, the quadratic formula, and radical expressions. Word problems and applications are infused throughout the course. **Students enrolled in Algebra I Honors must be self-motivated with well-developed work habits and critical thinking skills.**

COURSE: GEOMETRY
OPEN TO: Grades 9 - 10
PREREQUISITE: Algebra I
CREDIT: 5 Credits

Students who do not pass Algebra I and do not attend summer school will take Algebra I in their sophomore year, and may take it concurrently with Geometry.

State graduation requirements mandate all students complete an Algebra I course, demonstrate proficiency on State mandated assessments and take a Geometry course.

This is an introductory course in Euclidean plane geometry. Standard topics are emphasized including, but not limited to: basic vocabulary, nomenclature, and representation of plane figures, investigation of congruence and similarity, formulae (such as for area and perimeter), and geometric proofs. The skills and topics of Algebra I are consistently applied throughout this course.

COURSE: GEOMETRY HONORS
TEAMS GEOMETRY HONORS
OPEN TO: Grades 9 - 10
PREREQUISITE: Algebra I Honors with a final grade of B or better, demonstrated proficiency on State mandated assessments and teacher recommendation.
CREDIT: 5 Credits

State graduation requirements mandate all students complete an Algebra I course, demonstrate proficiency on State mandated assessments and take a Geometry course.

This course covers the same standard Euclidean geometry topics as are taught in the Geometry class with an emphasis on informal and formal proofs, transformations, and applications. **Students enrolled in Honors Geometry must be self-motivated with well-developed work habits and critical thinking skills.**

COURSE: ALGEBRA II
OPEN TO: Grades 10 - 12
PREREQUISITE: Geometry or Geometry Honors
CREDIT: 5 Credits

Course Description:

Students in this course will reinforce their Algebra I skills and delve deeper into topics which include, but are not limited to: linear equations, inequalities, relations, functions, graphs, systems of equations, polynomials and rational expressions, exponents, roots, and quadratic equations.

COURSE: ALGEBRA II/TRIGONOMETRY HONORS
TEAMS ALGEBRA II/TRIGONOMETRY HONORS

OPEN TO: Grades 10 - 11

PREREQUISITE: Geometry Honors with a final grade of B and teacher recommendation.

CREDIT: 5 Credits

This course provides an in-depth extension of the skills and concepts developed in Algebra I. There is a greater emphasis on concepts, representations, and applications. Additional topics include matrices, quadratics, exponents, roots, logarithms, functions, polynomials, series and sequences, and trigonometry. *Students enrolled in Algebra II/Trigonometry Honors must be self-motivated with well-developed work habits and critical thinking skills.*

COURSE: PRE-CALCULUS

OPEN TO: Grades 11 - 12

PREREQUISITE: Algebra II or Algebra II/Trigonometry Honors earning a grade of B- or better and teacher recommendation.

CREDIT: 5 Credits

This course serves as a standard choice in a four-year college preparatory sequence. The topics include a study of polynomial, rational, exponential, logarithms, and trigonometric functions with an emphasis on applications. Sequences and series, data analysis, and problem solving play a key role throughout the course.

COURSE: PRE-CALCULUS HONORS

OPEN TO: Grades 11 - 12

PREREQUISITE: Algebra II/Trigonometry Honors or TEAMS Algebra II/Trigonometry Honors with a final grade of B or better and teacher recommendation.

CREDIT: 5 Credits

This course includes the same content as Pre-calculus. Graphing calculators are used to facilitate the emphasis on analysis of data and synthesis of concepts. *Students enrolled in Pre-calculus Honors must be self-motivated with well-developed work habits and critical thinking skills.*

COURSE: ADVANCED MATHEMATICS SEMINAR 9 HONORS (AMS 9)

OPEN TO: Grade 9

PREREQUISITE: AMS 8 with a final grade of B or better, demonstrated proficiency on State mandated assessments, and teacher recommendation.

CREDIT: 5 Credits

This course is a continuation of the academically gifted sequence. The curriculum covers a wide range of topics including coordinate geometry, problem solving, linear functions, quadratic functions, polynomial functions, rational functions, and exponential functions. Other topics include the study of congruence and similarity, polygons, right triangles, circles, area, perimeter, volume and surface area. In addition, students engage in non-routine problem solving activities and complete independent projects. *Students enrolled in Advanced Mathematics Seminar 9 Honors must be self-motivated with well-developed work habits and critical thinking skills.*

COURSE: ADVANCED MATHEMATICS SEMINAR 10 HONORS (AMS 10)

OPEN TO: Grade 10

PREREQUISITE: AMS 9 Honors with a minimum final grade of B or better and teacher recommendation

CREDIT: 5 Credits

Course Description:

This tenth grade course, in the sequence for academically gifted students, focuses on the integration of mathematics skills, concepts, representations and applications. Students will study algebraic, polynomial, and transcendental functions with a special emphasis on trigonometry. Students will also be given a comprehensive introduction to combinatorics, probability, and statistics. Experience with non-routine problems and independent projects will remain important components of the program. There will be extensive use of graphing calculators to facilitate the analysis of functions and synthesis of concepts. ***Students enrolled in Advanced Mathematics Seminar 10 Honors must be self-motivated with well-developed work habits and critical thinking skills.***

COURSE: ADVANCED MATHEMATICS SEMINAR 11 HONORS (AMS 11)

OPEN TO: Grade 11

PREREQUISITE: AMS 10 Honors or TEAMS Algebra II/Trig Honors with a minimum final grade of B or better and teacher recommendation

CREDIT: 5 Credits

This eleventh grade course, in the sequence for academically gifted students, focuses on advanced pre-calculus topics and a thorough introduction to calculus. Topics will include sequences and series, mathematical induction, advanced topics in rational functions and trigonometry, polar coordinates, and complex numbers. In the second semester students will study limits and continuity, derivatives, curve sketching and other applications of derivatives, and the definite integral. ***Students enrolled in Advanced Mathematics Seminar 11 Honors must be self-motivated with well-developed work habits and critical thinking skills.***

COURSE: INTRODUCTION TO STATISTICS AND CALCULUS HONORS

OPEN TO: Grade 12 and Grade 11 students who have successfully completed Pre-Calculus or Pre-Calculus Honors

PREREQUISITE: Pre-Calculus

CREDIT: 5 Credits

This honors course is designed to provide students with a good foundation for a first year statistics and/or a calculus course at the college level. The statistics portion emphasizes research and writing skills essential in a wide variety of fields. Topics covered in the course will include the measures of central tendency, such as mean, median, mode, quartile and standard deviation. Students will learn to represent data in a variety of graphical forms, draw inferences, and make decisions based on data.

In the calculus portion of the course, students will develop an understanding of the basic concepts of calculus in an environment where they use carefully structured investigative activities to help discover these ideas for themselves. The major concepts explored are functions, limits, derivatives, and integration. These ideas will be studied in the context of real-life applications. ***Students enrolled in this honors course must be self-motivated with well-developed work habits and critical thinking skills.***

COURSE: FINANCIAL ALGEBRA

OPEN TO: Grade 12

PREREQUISITE: Algebra II

CREDIT: 5 Credits

SPECIAL NOTE: DOES NOT QUALIFY FOR NCAA COMPLIANCE

Financial Algebra addresses Advanced Algebra topics with financial applications by applying these mathematical concepts in practical business and personal finance contexts. Financial Algebra presents algebra-rich, applications-oriented, technology dependent topics from Algebra 2, Geometry, Pre-Calculus, and

Probability and Statistics by modeling banking, credit, employment, taxes, auto ownership, housing, retirement, investing, budgeting, and more. It is geared particularly for seniors who would rather master and extend skills than choose a more advanced elective.

COURSE: COLLEGIATE MATHEMATICS
OPEN TO: Grade 12
PREREQUISITE: Algebra II
CREDIT: 5 Credits
SPECIAL NOTE: PENDING NCAA COMPLIANCE QUALIFICATION

In preparation for college and career choices, students will examine the mathematical concepts that are necessary to succeed in a variety of careers. This course is a project-based integration of all high school mathematics providing a college level experience with its methods and applications. The topics covered in this course include set theory, trigonometry, college algebra and geometry, voting, counting, and logic. The course aims to enable students to better meet their potential in their performance on the college placement tests such as those given in the New Jersey State Colleges and the State Universities. Graphing calculators are incorporated. This course is strongly recommended for any student interested in going to college and/or needing a fourth year math course.

COURSE: AP STATISTICS
OPEN TO: Grades 11-12
PREREQUISITE: Algebra II/Trigonometry Honors or Pre-calculus Honors with a final grade of B or above and teacher recommendation
CREDIT: 5 Credits

This course has a broader scope than a typical college statistics course. The purpose is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will use the graphing calculator and computer as tools in the display and analysis of data. The students will be exposed to four broad conceptual themes.

- Exploring Data: Observing patterns and departures from patterns
- Planning a Study: Deciding what and how to measure
- Anticipating Patterns: Producing models using probability and simulation
- Statistical Inference: Confirming models

Students enrolled in AP Statistics must be self-motivated with well-developed work habits and critical thinking skills.

COURSE: AP CALCULUS AB
OPEN TO: Grade 12
PREREQUISITE: Pre-calculus Honors with a final grade of B or above and teacher recommendation
CREDIT: 6 Credits
REQUIREMENT: "0" period required

AP Calculus AB is a college level course in elementary functions and calculus. Topics include the differential and integral calculus applied to polynomial functions, rational functions, trigonometric functions, and logarithmic and exponential functions. Applications studied include determining rate of change, maximum and minimum problems, curve sketching, mean value theorem, area under a curve, solids of revolution, curve length, and methods of approximation. The graphing calculator will be used to enhance the study of the

properties of functions and synthesis of concepts. The student will be prepared for the AP Calculus AB Advanced Placement Exam. ***Students enrolled in AP Calculus AB must be self-motivated with well-developed work habits and critical thinking skills.***

COURSE: AP CALCULUS BC
OPEN TO: Grade 12
PREREQUISITE: Advanced Mathematics Seminar 11
CREDIT: 6 Credits
REQUIREMENT: "0" period required

AP Calculus BC is the final course in the eighth year Advanced Mathematics Seminar sequence for academically gifted students. Topics include transcendental functions, methods of integration, analytic geometry, polar coordinates and conic sections, infinite series through Taylor's Theorem with remainder, and elementary differential equation, second order, and linear with constant coefficients. The graphing calculator will be used to enhance the study of the properties of functions and synthesis of concepts. The student will be prepared for the AP Calculus BC Advanced Placement Exam. ***AP students should enter the course as though it were a college course, have well developed work habits and be prepared to learn at an advanced pace***

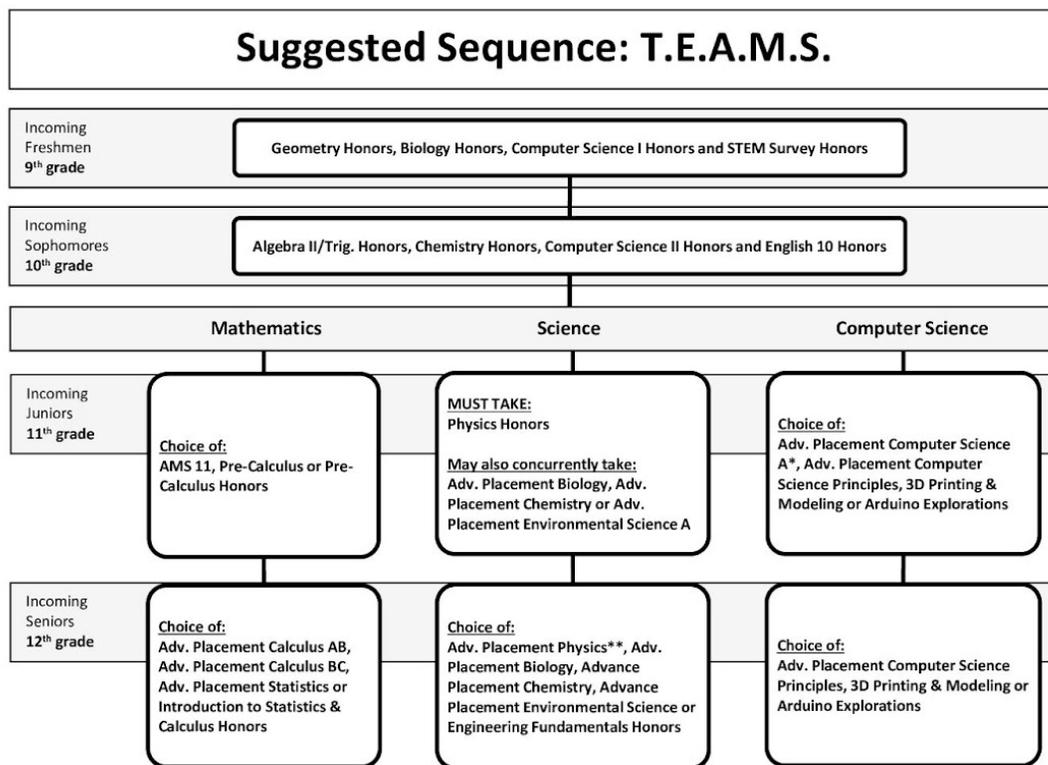
T.E.A.M.S.

TECHNOLOGY ENRICHED ACADEMY FOR MATHEMATICS AND SCIENCE

The Technology Enriched Academy for Mathematics and Science (T.E.A.M.S.) is an innovative program aimed at establishing a smaller learning community to study challenging curricula by exploring mathematics, science and computer science topics using an integrated approach and thereby preparing students for college majors in the areas of science, technology, engineering, and mathematics (STEM).

The Honors curriculum is challenging, rigorous, and with a strong emphasis on technology. In addition to regular course work, students are encouraged to participate in mathematics, science, and computer science competitions and contests. The program operates under a unique class schedule, which allows for greater student-teacher contact and uses cooperative learning strategies and activities to actively engage and motivate students. This “school-within-a-school” design gives students a high-tech learning experience in a small, close- knit community with all the extracurricular, co-curricular, and athletic opportunities that Teaneck High School has to offer.

Curriculum Overview: Each T.E.A.M.S. course for grades 9 and 10 earns five honors credits Grade 9 Courses

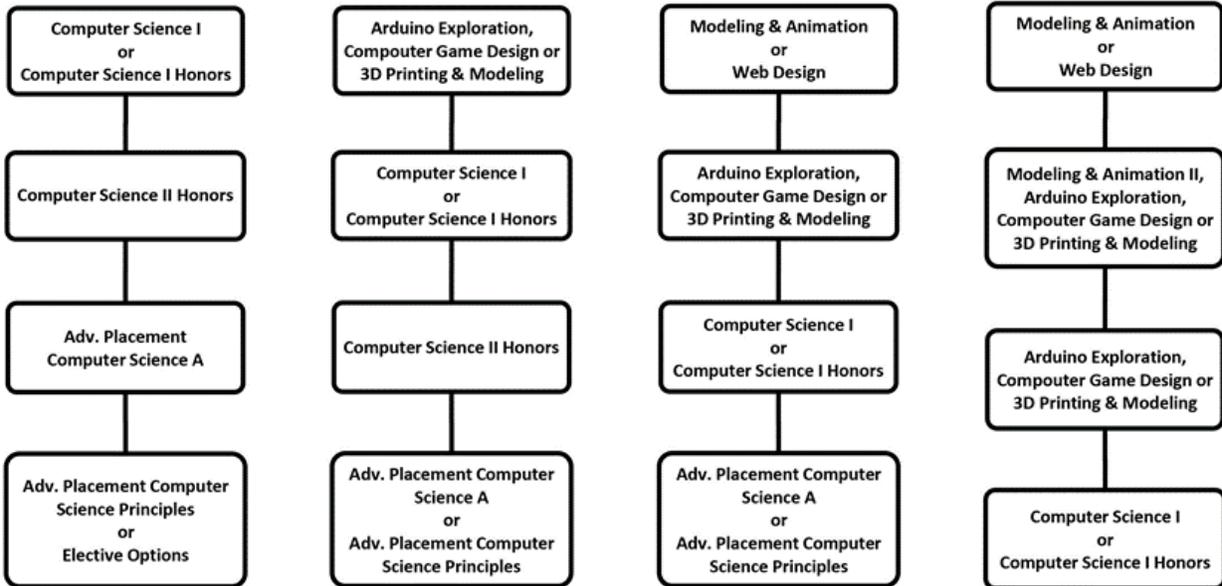


Notes:

Adv. Placement Computer Science A*	It is strongly recommended to take this course during your junior year.
Adv. Placement Physics**	This course must be taken simultaneously with Adv. Placement Calculus.

COMPUTER SCIENCE SUGGESTED SEQUENCE

Suggested Sequence: Computer Science



Computer Science Scheduling Considerations

Grades 10, 11 & 12	Students may elect more than one Computer Science course in grades 10, 11 or 12.
Grades 9, 10, 11 & 12	One of the following Computer Science courses may be used to satisfy at most ONE year of the four-year mathematics graduation requirement: <ul style="list-style-type: none"> • Computer Science I • Computer Science I Honors • Arduino Explorations

COMPUTER SCIENCE

COURSE: 3D PRINTING AND MODELING
OPEN TO: Grade 10-12
PREREQUISITE: None
CREDIT: 5 Credits

3D Printing and Modeling provides students with the skills and training in Additive Manufacturing and Filament Deposition Modeling (FDM) through 3D Printing and 3D Modeling. Using the JellyBOX DIY 3D Printer Kit specifically designed for classroom learning, students will assemble the 3D Printer Kit and will learn the intricate details of a modern, fully functioning 3D printer. Moreover, the students will also learn about the firmware that run FDM 3D Printers as well as the supporting hardware and software associated with 3D Printing. Students will learn how to use a SLICER software and generate the G-code that will provide the code for FDM 3D printers to run and print the designed model. Students will be introduced to 3D modeling and Design by means of the Autodesk software TinkerCAD and Fusion360. By using Problem Based Learning, students will use the skills learned with the TinkerCAD and Fusion 360 3D modeling software and the 3D Printer to present viable solutions to a variety of problems presented in the course.

COURSE: ARDUINO EXPLORATION
OPEN TO: Grades 10-12
PREREQUISITE: None
CREDIT: 5 Credits

Arduino Exploration will cover many different aspects of STEM and STEAM, including programming, hardware design, and problem solving. The programming languages used will include Block and C. Students will learn to create and wire circuits on a breadboard implementing LED displays to view output and use a variety of different sensors to explore how computers can connect with the humans and other external stimuli. The engineering process will be implemented to develop solutions and test their ideas and designs. Group work will be used to solve a multiple types of problems. Various electronic components will be introduced via guided lectures and exploration. The students will use these ideas to create projects that solve specific problems. Students will learn, explore, create and test their ideas using the Elegoo EL-KIT-001 UNO R3 Project Complete Starter Kit. They will then share these ideas with the class through presentations and using their logbooks. This course will provide opportunities for students to learn how to solve problems from many different areas of industry including engineering, computer science, environmental studies, and science.

COURSE: COMPUTER GAME DESIGN
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDIT: 5 Credits

This course will teach students how to create and design digital video games through the **Constructor v. 3** software package. Organization, logic, mathematical knowledge, and note taking will be heavily emphasized, in order to create full-fledged working video games. During their time in this course, the students will create various video games from among the following genres: platform, side scrolling, flying and others. The students will be taken through the complete game development cycle from the initial idea to the actualization of the game. The completion of various projects will be required, incorporating image editing, planning, logical sequencing, the use of conditionals for game-play interaction, and visual design.

COURSE: COMPUTER GAME DESIGN HONORS
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDIT: 5 Credits

This course will teach students how to create interactive video games through the *Constructor v. 3* software package. In addition to the fundamentals of image editing, planning, logical sequencing, and visual design, the students will build upon their previous experience in programming to develop games with advanced scripting elements, which include using variables, arrays, and data structures, evaluating conditional statements, repeating code instructions through the use of loops, designing objects, and creating custom functions. Developing program code instructions with *Constructor Language* organization, logic, application of mathematics background, and note taking will be heavily emphasized in the creation of complex video games. During their time in this course, the students will be required to complete video game projects from among the following genres: platform, side scrolling, multiplayer, flying and others. The students will be taken through the entire development phase from the initial idea, through the story, to the actualization of the game.

COURSE: COMPUTER SCIENCE I
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDIT: 5 Credits

Students who successfully complete both Computer Science I and Computer Science II Honors are eligible for 3 undergraduate college credits through Fairleigh Dickinson University's Middle College Program. An application fee, currently \$234, (subject to change), is payable directly to FDU.

Computer Science I is a course in programming in Java for students who wish to explore a platform independent programming language with vocational applications. Java has fast become a valuable tool both among teachers and professional programmers. Its powerful development environment is combined with Object Oriented Programming to solve a multitude of problems. This course takes a hands-on approach to learning programming concepts, with an emphasis on applications in mathematics, science, business, and entertainment. Instructional topic areas will include the design and construction of graphical user interfaces, the use of numerical and string variables, decision and looping structures, and an introduction to the concepts of object-oriented, event-driven programming. Students will create programs that operate in a Windows environment with emphasis on good programming technique, appropriate screen layout, and proper code structure. Assessment will be based upon both written evaluations (tests and quizzes) and project-based programming assignments.

COURSE: COMPUTER SCIENCE I HONORS
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDIT: 5 Credits

Students who successfully complete both Computer Science I Honors and Computer Science II Honors are eligible for 3 undergraduate college credits through Fairleigh Dickinson University's Middle College program. An application fee, currently \$234 (subject to change), is payable directly to FDU.

Computer Science I Honors is a course in programming in Java for students who wish to explore a platform independent programming language with vocational applications. Java has fast become a valuable tool both among teachers and professional programmers. Its powerful development environment is combined with Object Oriented Programming to solve a multitude of problems. This course takes a hands-on approach to learning programming

concepts, with an emphasis on applications in mathematics, science, business, and entertainment. Instructional topic areas will include the design and construction of graphical user interfaces, the use of numerical and string variables, decision and looping structures, and an introduction to the concepts of object-oriented, event-driven programming. Students will create programs that operate in a Windows environment with emphasis on good programming technique, appropriate screen layout, and proper code structure. Assessment will be based upon both written evaluations (tests and quizzes) and project-based programming assignments. Moreover, students in *Computer Science I Honors* will produce applications requiring a high degree of computational skill that will involve content from among the following enrichment topics: forms with transparency, integrating video and sound, designing an original paint program, incorporating help files, creating a complete install routine, folder browsing, loading images, and using additional controls in applications (i.e., progress bar, trackbar, tab, and tooltip).

COURSE: COMPUTER SCIENCE II HONORS
OPEN TO: Grades 10 - 12
PREREQUISITE: Computer Science I or Computer Science I Honors
CREDIT: 5 Credits

Students who successfully complete both, Computer Science I and Computer Science II Honors, are eligible for 3 undergraduate college credits through Fairleigh Dickinson University's Middle College program. An application fee, currently \$234, (subject to change), is payable directly to FDU.

Course Description:

Computer Science II Honors is a course for students who have completed the first-year course, *Computer Science I*. The sequence of the course is as follows:

Computer Science II Honors is a course for students who have successfully completed the initial programming course, Computer Science I. This full year honors course focuses on continuing the use of the Java programming language, which is the current language tested on the Advanced Placement exam. The course concentrates on more advanced topics in Computer Science including strings, methods, arrays, collections, classes, inheritance, recursion, sorting and searching, and file operations such as reading and writing. Instruction continues with the study of concepts and use of object-oriented, event driven programming and graphical user interfaces of Java programming. The course emphasizes a hands-on approach to learning programming concepts and strategies, with a concentration on applications in business, mathematics, and entertainment.

COURSE: MODELING AND ANIMATION I
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDIT: 5 Credits

This course is designed to introduce students to the world of modeling and animation as it applies to math, science and entertainment. Working with the powerful 3D visual effects software, *Maya*, students will learn the fundamentals of modeling and animation and move through techniques in texturing, lighting, and rendering. Through lectures, demonstrations, and intensive hands-on experiences, students will explore the technical standards, project management, and the production workflow used in broadcast, medical, architectural, film and video game industries. The differences between traditional and digital animation will also be examined. Students will develop their modeling and animation techniques and express their creativity through a range of small and large scale projects.

COURSE: MODELING AND ANIMATION II
OPEN TO: Grades 10 - 12
PREREQUISITE: MODELING AND ANIMATION I
CREDIT: 5 Credits

This course is a follow-up to Modeling and Animation I and will continue to use the Maya 3D modeling software and will extend topics that were introduced in the first year. Maya is a powerful software that is used in many different types of digital media from movies to commercials and from character to object development in video games. The students will learn advanced polygon and subdivision modeling techniques, setting up complex character rigs, advanced nurbs (Non-Uniform Rational B-Splines) modeling and realistic complex animations involving bipeds and quadrupeds. This course will involve multiple projects in which students will design and create characters and vehicles using box, quad and spline modeling. Lastly, students will model various architectural elements utilizing advanced polygonal techniques.

COURSE: ROBOTICS
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDIT: 5 Credits

Robotics is a hands-on, project-based, inquiry-focused engineering course that stimulates creativity, communication, collaboration and critical thinking skills. In this course, students will use LEGO MINDSTORMS Education EV3 to engage in challenging STEM and STEAM activities in coding, engineering, technology, science, and maker. Students will work on four main units throughout the year, each concluding in an original challenge whose goal is to ignite student's natural curiosity while sharpening their scientific inquiry, engineering design, and data analysis skills. In the opening unit, students will work as physicists and engineers in order to explore and investigate phenomena, principles, and concepts involved in physical science and technology. Next, students will learn the basics of building and programming autonomous robots. In the second half of the course, students will strengthen their design and coding skills by solving the complex real-world problems of computer-controlled machines and real-life vehicles. Students will strengthen their communication skills through the presentation of their findings and supporting evidence in a clear, concise, and logical manner. Students will also explore the societal implications of robotics and artificial intelligence. This course serves as an introductory course in coding for students interested in pursuing higher-level computer programming courses in the future.

COURSE: WEBSITE DESIGN
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDIT: 5 Credits

**** This course will NOT be running for the academic school year 2022-23 ****

Course Description:

This course provides students with training and skill-building opportunities via activities involving the various aspects of website design. Combining writing, visual design, and computer utilization, *Website Design* incorporates a variety of skills and the ability to work with a wide range of software. Topics include raw HTML coding, cascading style sheets (CSS), interactive webpage features, image editing, creating animated gifs, Internet research, and complete website development. Students will put their academic skills to good use in designing effective and informative websites. Layout and design will be stressed for clarity of purpose and rigorous and consistent design, assisted by the *Dreamweaver* and *Fireworks* applications from the *Adobe Creative Suite 3* software suite. Utilizing *Flash*

software, students will add motion and additional interactivity to their original websites. Projects include the creation of *Flash* files, in the form of both animations and site navigational tools, and the incorporation of *Flash* content into web documents. Additionally, students will be introduced to *JavaScript*, developing their own rollovers, form elements, and other web content.

SCIENCE

The Science Department at Teaneck High School provides students with many alternatives as they plan their education. The Teaneck Board of Education has established **requirements for graduation that include three years of science**. Similarly, the New Jersey State Department of Education requires 15 credits of science courses for graduation. The 15 credits **must** include at least 5 credits in laboratory biology or life science, 5 credits in chemistry, environmental science or physics and an additional 5 credits in a laboratory science course. However, students should be aware that many vocational schools, colleges, and universities might require additional science courses or specific science courses as a prerequisite for admission. It is the responsibility of each student to determine which science courses they need to meet college requirements. Parents, guidance counselors, and science teachers can often help with choosing the appropriate courses.

PLANNING YOUR SCIENCE CURRICULUM

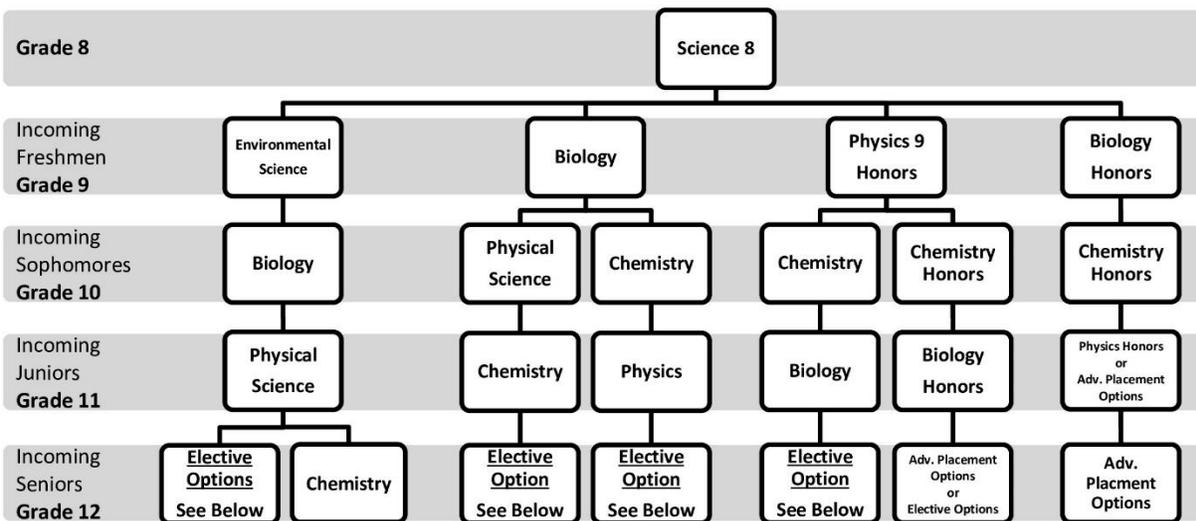
Although a total of the aforementioned three courses meet the graduation requirements, experience has shown that some combinations are of more value to students than others. For example:

- All science courses are college preparatory courses.
- Biology, chemistry, and physics are traditional college preparatory courses designed to give a general preparation in science. The honors electives are appropriate for those students whose interest and abilities will be better served with more challenging experiences. ***Generally, students selecting a series of honors science courses should begin the sequence in ninth grade only if they plan to elect an Advanced Placement offering in the twelfth grade. Placement into honors classes is based on math and science prerequisites.***
- If interested in doing college level work while in high school (Advanced Placement courses), then the student should prepare by taking appropriate courses in ninth, tenth, and eleventh grades. Usually, students taking an Advanced Placement science have taken the honors offerings in biology, chemistry, and physics before electing any AP science course.
- Recommended course sequences are shown in the chart on the following page.

These, of course, are generalities. Students are urged to discuss their particular interests, needs, and concerns with parents, teachers, guidance counselors, or other school officials.

SUGGESTED SEQUENCES OF SCIENCE COURSES

Suggested Sequence: Science



Science Electives

Seniors Grade 12	Anatomy & Physiology, Engineering Fundamentals Honors, Marine Biology, Marine Biology Honors and Zoology
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Adv. Placement Course Options

Juniors Grade 11	Advance Placement Biology, Advance Placement Chemistry and Advance Placement Environmental Science
Seniors Grade 12	Advance Placement Biology, Advance Placement Chemistry, Advance Placement Environmental Science and Advance Placement Physics C

COURSE: BIOLOGY
OPEN TO: Grades 9 - 11
PREREQUISITE: Science 8
CREDIT: 5 Credits

Biology provides a broad survey of the diversity of life and a thorough investigation of the underlying principles and theories that give a sense of unity to the study of life. The course is based on four major themes: Unity & Diversity, Genetic Continuity, Structure & Function, and Ecology. There is an emphasis on laboratory investigation to develop an understanding of the unifying principles of biology. In the laboratory, students are expected to develop effective laboratory techniques, to conduct experiments and to report their findings.

COURSE: BIOLOGY HONORS
OPEN TO: Grades 9 - 11
PREREQUISITE: Science 8 with a minimum final grade of A- or above, demonstrated proficiency on State mandated assessments in math and science and teacher recommendation
CREDIT: 5 Credits

Biology Honors is intended to provide students a broad foundation with respect to the different areas of study contained within the field of biology. This foundation will help them to understand biological concepts that affect everyday life events as well as to pursue more advanced future study in biology and its related fields. A heavy emphasis is placed on the study of life at the molecular level. First semester topics include units on biochemistry, the cell, cellular transport mechanisms, cellular respiration, photosynthesis, and cell division. Second semester topics include evolution, biological classification, protein synthesis, classical genetics, biotechnology and animal form and function. Laboratory work will be done for each unit to deepen student understanding. At the end of this course, students will have the necessary science background in biology to describe and appreciate the various forms of life, their workings, and interactions with each other and the impact biotechnology will have on the 21st century.

COURSE: CHEMISTRY
OPEN TO: Grades 10 - 12
PREREQUISITE: Biology CP, Biology Honors, Physics 9 Honors and knowledge of Algebra and good computational skills
CREDIT: 5 Credits

Chemistry is a laboratory course designed to provide a broad general understanding of the nature and composition of various forms of matter. Students will be engaged in the study of matter and its changes, atomic theory, the periodic table, chemical reactions, behavior of gasses, organic and inorganic compounds, and the mathematical calculations appropriate to understanding these topics. In the laboratory, students learn proper laboratory techniques, safety precautions, and improve their skill in writing laboratory reports. Laboratory activities include both hands-on and computer assisted investigations.

COURSE: CHEMISTRY HONORS
OPEN TO: Grades 10 - 11
PREREQUISITE: Biology Honors or Physics 9 Honors
CREDIT: 5 Credits

Chemistry Honors covers a broad spectrum of chemistry similar to that of traditional chemistry. Some areas covered are the periodic table, chemical bonding, stoichiometry, chemical kinetics, chemical equilibrium, acids, bases, electrochemistry, atomic structure and some organic chemistry. In this class, unifying principles are developed from experimental observation. Students develop their ability to apply these principles to new situations rather than just accepting the dogmatic assertions of others. They will learn the basis for their predictions and then go back to the laboratory to test their predictions. Laboratory activities include both hands-on and computer assisted investigations. This course is designed for the science and math oriented student who has already developed knowledge and skills in these areas.

COURSE: ENVIRONMENTAL SCIENCE
OPEN TO: Grade 9
PREREQUISITE: Science 8
CREDIT: 5 Credits

This course is designed to help the student understand the various ways people impact their environment at both a local and global level. The topics included in this course detail ecosystems and the interactions within them, the nature of water, air, soil, and the effects of an increasing human population with regard to our natural resources such as food, land, and energy are studied.

Special emphasis will be given to the study of current environmental problems such as water and air pollution, climate change, destruction of the ozone layer, acid rain, loss of biodiversity, and increasing waste.

COURSE: MARINE BIOLOGY
OPEN TO: Grades 11 - 12
PREREQUISITE: Biology, Physical Science or Chemistry
CREDIT: 5 Credits

Marine Biology presents a unique experience for high school students with a wide variety of achievement levels. The first semester emphasis is placed on the interdisciplinary nature of marine science, encompassing topics such as technology, ecology, taxonomy, plankton, dangerous sea life and marine mammals. The second semester features extensive hands-on laboratory experiences in microbes, protists, sponges, corals, jellyfish, marine worms, mollusks, arthropods and chordates. Dissections of squid, crabs, sand worms, sea anemones and sharks will be conducted.

COURSE: MARINE BIOLOGY HONORS
OPEN TO: Grades 11 - 12
PREREQUISITE: Biology Honors, Physical Science or Chemistry
CREDITS: 5 Credits
OTHER: Eligible for 3 college credits from FDU

Marine Biology Honors is intended for those students with an in-depth preparation in science who wish to accelerate their education by completing college level work.

Four major themes run through the program: basic science as applied to the marine environment, the marine ecosystem and ecology, interactions of humans with the ocean, and the incredible diversity of the marine organisms themselves, including their evolution, taxonomy, and structure and function. Topics encompass plankton, dangerous sea life and marine mammals. Major projects include a research paper, dissections of creatures like sharks, and many other hands-on laboratory activities. Descriptions of college opportunities and careers in Marine Biology are included.

COURSE: ENGINEERING FUNDAMENTALS HONORS
OPEN TO: Grade 12
PREREQUISITE: Biology or Biology Honors, Chemistry or Chemistry Honors, Physics or Physics Honors (can be taken concurrently) Algebra II / Trigonometry Honors (can be taken concurrently)
CREDIT: 5 Credits

Engineering Fundamentals is a challenging course that will allow students to discover what engineering is, what engineers do, and the role that engineering plays in shaping the world. Developed by faculty from the University of Texas at Austin, the course will include the role that engineering has in everyday life; the practice of engineering as it relates to ethics, safety and standards; the engineering design process; problem-solving; the application of scientific principles and mathematics to engineering design; project management; collaboration and teamwork; and communication. There will be an emphasis on project based learning and hands-on activities.

COURSE: PHYSICAL SCIENCE
OPEN TO: Grade 9-12
PREREQUISITE: Algebra I or Algebra I concurrently and Teacher recommendation
CREDIT: 5 Credits

Physical Science offers the student the opportunity to build a solid, introductory foundation in essential units within the disciplines of chemistry, physics, earth and space science. Within the context of each of these units, students will begin to deepen their understanding of the scientific method and the presentation of scientific data in conjunction with the laboratory experience. *Students selecting Physical Science should be taking Algebra I concurrently.*

COURSE: PHYSICS
OPEN TO: Grades 11 - 12
PREREQUISITE: Biology, Chemistry, Algebra and Geometry
CREDIT: 5 Credits

Physics presents students with concepts such as motion and force, light and electromagnetic radiation, heat potential and kinetic energy, magnetism, and electricity. Investigations include hands-on physical experiments. In order to develop a full understanding of the topics included in physics, students will be expected to carry out both graphic and mathematical analyses.

Physics is recommended for students who intend to apply to a four-year college or who plan to major in a technical field in a two-year college program.

COURSE: PHYSICS HONORS
OPEN TO: Grades 11 - 12
PREREQUISITE: Biology Honors, Chemistry Honors, AMS 9, 10, or Algebra II / Trigonometry Honors
CREDIT: 5 Credits

Physics Honors is designed for students having a strong interest and ability in both mathematics and science. Instead of a shallow coverage of a wide range of topics, students in physics cover the basic topics of mechanics, electricity, light, magnetism, and introductory quantum mechanics in detail, with an emphasis placed on conceptual understanding. The student is expected to gain significant insights into physical principles through analysis and interpretation of experiments and demonstrations. The conversion of laboratory data into algebraic expressions is emphasized, as is the writing of formal laboratory reports.

COURSE: PHYSICS 9 Honors
OPEN TO: Grade 9
PREREQUISITE: Algebra I or must be taken concurrently with Algebra I Honors, Science 8 with a minimum final grade of B+ or above, demonstrated proficiency on State mandated assessments in math and science, and teacher recommendation
CREDIT: 5 Credits

Physics 9 Honors is an algebra-based, honors level physics course offered to freshman students. Students will develop their understanding of physics in this course by exploring the following topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. This course will have an emphasis

on inquiry based investigations that will provide students with opportunities to apply the science practices as they deepen their knowledge regarding the fundamental principles of physics.

COURSE: ZOOLOGY
OPEN TO: Grades 11 - 12
PREREQUISITE: Biology, Physical Science or Chemistry
CREDIT: 5 Credits

Zoology will cover the animal kingdom from the simplest animal-like protozoan to the most complex human animal. Looking at the phyla from an evolutionary standpoint, students will learn about the anatomy, physiology, behavior, and habitat of animals. Emphasis will be placed upon the development of body systems. Students will conduct research utilizing the Internet, software, and other resources. In addition, students will participate in dissections and virtual dissections of animals. Students will be required to do a research paper and make periodic presentations based upon their findings.

COURSE: HUMAN ANATOMY & PHYSIOLOGY
OPEN TO: Grades 11 – 12
PREREQUISITE: Student must complete three science courses that fulfill state graduation requirements before enrolling in this course.
CREDIT: 5 Credits

Human Anatomy and Physiology is designed to introduce students to the structure and function of the human body. Units of study in this course are organized by the study of the human organ systems. After a brief introductory unit dealing with anatomical terminology and human tissues, students will study units on the skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, immune, digestive, excretory, and reproductive systems. Dissections of a sheep brain and pig heart will highlight the lab component of this course. Students who are interested in pursuing studies in medicine and allied medical fields are especially encouraged to take this course as a precursor for their intended future studies. Anatomy and Physiology is an elective science course that will NOT count toward fulfilling science high school graduation requirements.

ADVANCED PLACEMENT SCIENCE COURSES

The Advanced Placement (AP) courses are intended for those students with in-depth preparation in science that wish to accelerate their education by completing college level work while still in high school. All of these courses use college texts exclusively.

COURSE: ADVANCED PLACEMENT BIOLOGY
OPEN TO: Grades 11 - 12
PREREQUISITE: Biology Honors, Chemistry Honors Physics or Physics Honors (can be taken concurrently)
REQUIREMENT: "0" Period to fulfill the laboratory requirement
CREDIT: 6 Credits

The AP Biology course is designed to be the equivalent of a college introductory biology course and will cover eight broad units of study: the chemistry of life, the cell, genetics, evolution, biological diversity, plant form and function, animal form and function, and ecology. Students are expected to work through in-depth laboratory exercises recommended by the College Board. Study of the biological concepts contained within these eight units and the

recommended labs prepare students for the Advanced Placement Biology Exam and serve as a strong foundation for future studies in biology and its related fields.

COURSE: ADVANCED PLACEMENT CHEMISTRY
OPEN TO: Grades 11 - 12
PREREQUISITE: Biology Honors, Chemistry Honors, Physics or Physics Honors (can be taken concurrently)
REQUIREMENT: "0" period to fulfill the laboratory requirement
CREDIT: 6 Credits

AP Chemistry covers many of the same topics taught in the honors chemistry course, but uses the knowledge gained as a departure point and treats the topics in much greater depth. Additional concepts covered include chemical thermodynamics, bond and orbital theory, and nuclear chemistry. Emphasis is placed on student responsibility and independent activities are encouraged. The laboratory is open-ended which offers greater opportunity for intellectual growth.

COURSE: ADVANCED PLACEMENT PHYSICS C (Electricity, Magnetism and Mechanics)
OPEN TO: Grade 12
PREREQUISITE: Biology Honors, Chemistry Honors, Physics Honors, AP Calculus concurrently
REQUIREMENT: "0" period to fulfill the laboratory requirement
CREDIT: 6 Credit

AP Physics C is a rigorous approach to college physics using vector analysis and calculus as tools for understanding. The deep relationship between physics and mathematics is consistently explored. Laboratory work emphasizes the development of experimental skills and an understanding of error analysis. Additional emphasis is placed on the application of concepts to new situations. Students should expect to spend considerable time in out-of-class study and problem solving.

COURSE: ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE
OPEN TO: Grades 11 - 12
PREREQUISITES: Biology Honors, Chemistry Honors
REQUIREMENT: "0" period to fulfill the laboratory requirement
CREDIT: 6 Credits

AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

The course includes a substantial laboratory and field component to help students learn about the environment through careful observation and experimentation, while developing their critical thinking, problem solving, and communication skills. Topics investigated include earth systems; populations, communities, and ecosystems; energy flow and materials' cycling; evolution and geologic history and influences; natural resources; environmental changes; environmental economics and policy, and choices for the future.

WORLD LANGUAGES

The study of world languages is an essential part of the education of all students. In order to compete at an elite level in a multilingual, multicultural world, it will be necessary to demonstrate competence in a second language. The work world of the 21st century will require adults to be able to operate in a pluralistic society. To assist students in their preparation for the future, all Teaneck High School students are required to complete ONE YEAR of language study. Students are encouraged to continue language study beyond the first year for increased proficiency and college admission.

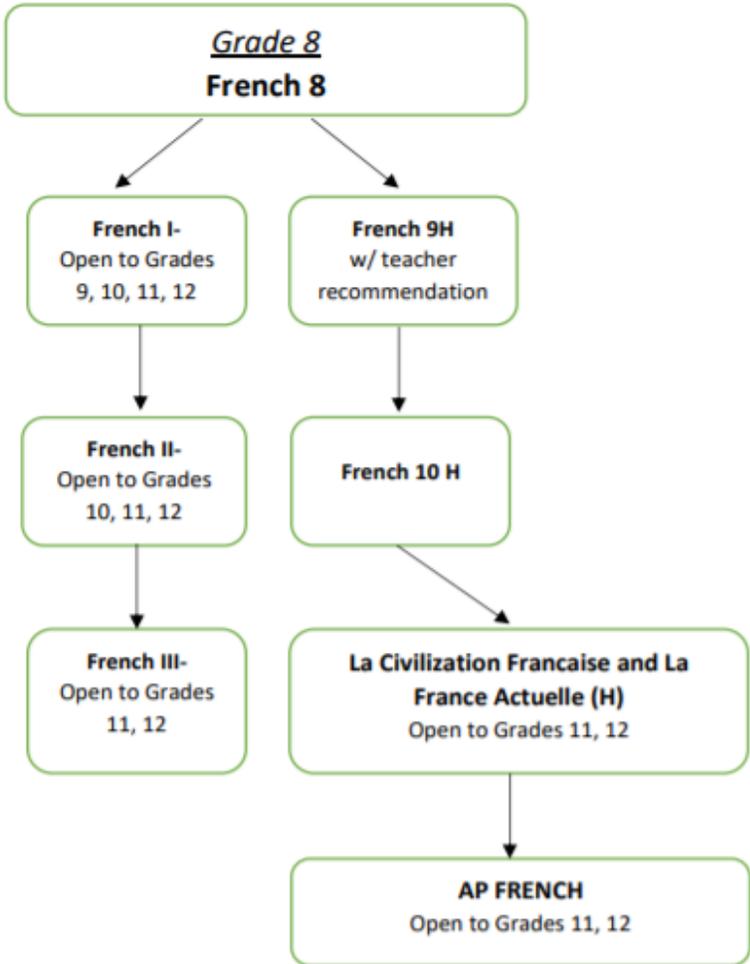
There are many advantages to language study. Research shows that learning another language improves reasoning, conceptualizing, and listening skills. The study of another language improves the understanding of English; students have a better grasp of the structure, vocabulary, and syntax of their first language. Language courses also provide students with in-depth knowledge of the culture of other lands, thus fostering intercultural sensitivity.

Language study at Teaneck High School involves listening, speaking, reading, writing, and cultural activities. The three modes of language communication (presentational, interpretive, and interpersonal) are integral parts of classroom instruction. Major emphasis is on classroom participation; maximum exposure to the second language takes place during the daily instructional period through teacher-student and student-student communication.

The Teaneck Public Schools are proud to have a vast amount of heritage and native Spanish speakers. These are students who learned the language as children, but often haven't taken any formal Spanish classes. The Teaneck Public Schools believes in further elevating academic programs by creating varied learning pathways thus has created a pathway called "Mi Voz" where heritage and native Spanish speakers can develop their literacy skills in Spanish. These classes begin in middle school and continue into high school.

The Teaneck Public Schools is proud to offer the Seal of Biliteracy. Seniors who are able to speak, read, comprehend and write in a world language may take a proficiency assessment in that language to determine whether they are eligible to graduate with the Seal of Biliteracy. Students must also have demonstrated English proficiency through any of the NJDOE English Language Arts graduation requirements. Students who have passed an AP assessment as a junior and have demonstrated English proficiency will be eligible to graduate with the Seal. The Seal of Biliteracy is recognized by the NJDOE and will be noted on the student's transcript and acknowledged during graduation.

Suggested Course Sequence for



FRENCH ELECTIVES- After students have completed French 10H or French III, they are encouraged to participate in the elective program. To ensure that students select the most appropriate course, they are encouraged to seek advisement from their teacher.

French Honors and AP Elective Options:

Course 0533- La Civilization Francaise and La France Actuelle- (Honors)
Prerequisite- French III or French 10H- 5 Credits

Course 0523- AP FRENCH
Prerequisite- La Civilization Francaise and La France Actuelle- (Honors)- 5 Credits

COURSE: FRENCH I
OPEN TO: Grades 9 - 12
CREDIT: 5 Credits

The French program (French I, II, III) emphasizes listening and speaking skills. Reading and writing activities are also provided. Oral proficiency is developed through listening comprehension exercises, mini-dialogues, and conversation. Visuals are used to help students acquire vocabulary with minimal dependence on English. The Francophone world, Francophone attitudes and Francophone customs are integral to all instruction. Various songs, and films provide additional learning experiences. French is the primary language of the classroom.

COURSE: FRENCH II
PREREQUISITE: French I
CREDIT: 5 Credits

French II continues to develop listening ability along with speaking, reading and writing. Pronunciation and intonation are also stressed. Students learn to converse and discuss, to describe what they see and what they feel. They learn by listening to spoken language and its structure, as well as by speaking it. Audio-visual materials help to provide more varied voices and situations. Reading for comprehension is emphasized to increase both active and passive vocabulary. The experiences of the instructor enrich the cultural environment so that French becomes a living language. French is the primary language of the classroom.

COURSE: FRENCH III
PREREQUISITE: French II
CREDIT: 5 Credits

The living language approach provides continued exposure to spoken French as students develop their speaking, reading, and writing at a more advanced level. Supplementary reading materials are used to increase vocabulary and reinforce understanding in all areas. By the end of the year, all the basic grammar of the language will have been covered.

Appropriate materials are read for practice in pronunciation and comprehension of content as well as to enable students to increase and use vocabulary. From as many sources as possible (film, videos, field trips, visitors, and experiences of the instructor), students will become increasingly more knowledgeable about the Francophone world and its exciting culture and people. The course is conducted primarily in French.

COURSE: FRENCH 9 HONORS
PREREQUISITE: French 8 and Teacher Recommendation
CREDIT: 5 Credits

French 9 honors maintains the oral/aural approach to language study begun in middle school. There is continued emphasis on listening and speaking skills along with further development of grammatical concepts. A variety of materials is used to promote discussion of cultural topics that are integral to the course. Activities such as songs, games, videos, and film all enhance the linguistic and cultural material of the class. **The course is conducted primarily in French.**

COURSE: FRENCH 10 HONORS
PREREQUISITE: French 9 HONORS
CREDIT: 5 Credits

This course completes the basic information regarding the French language and culture: all verb tenses (except the subjunctive), essential idiomatic expressions, grammatical and syntactical rules, and a vocabulary sufficient to understand and participate actively in all common social and commercial situations.

Reading moves from prepared textbook selections to authentic material. Students completing this course will be prepared to continue study at an advanced level. **The course is conducted in French.**

FRENCH ELECTIVES

After students have completed French 10H or French III, they are encouraged to continue the study of French by selecting one of the elective courses. The teacher can advise the students on the best choice.

COURSE: LA CIVILIZATION FRANÇAISE and
LA FRANCE ACTUELLE (HONORS)
PREREQUISITE: French 10H, French III
CREDIT: 5 Credits

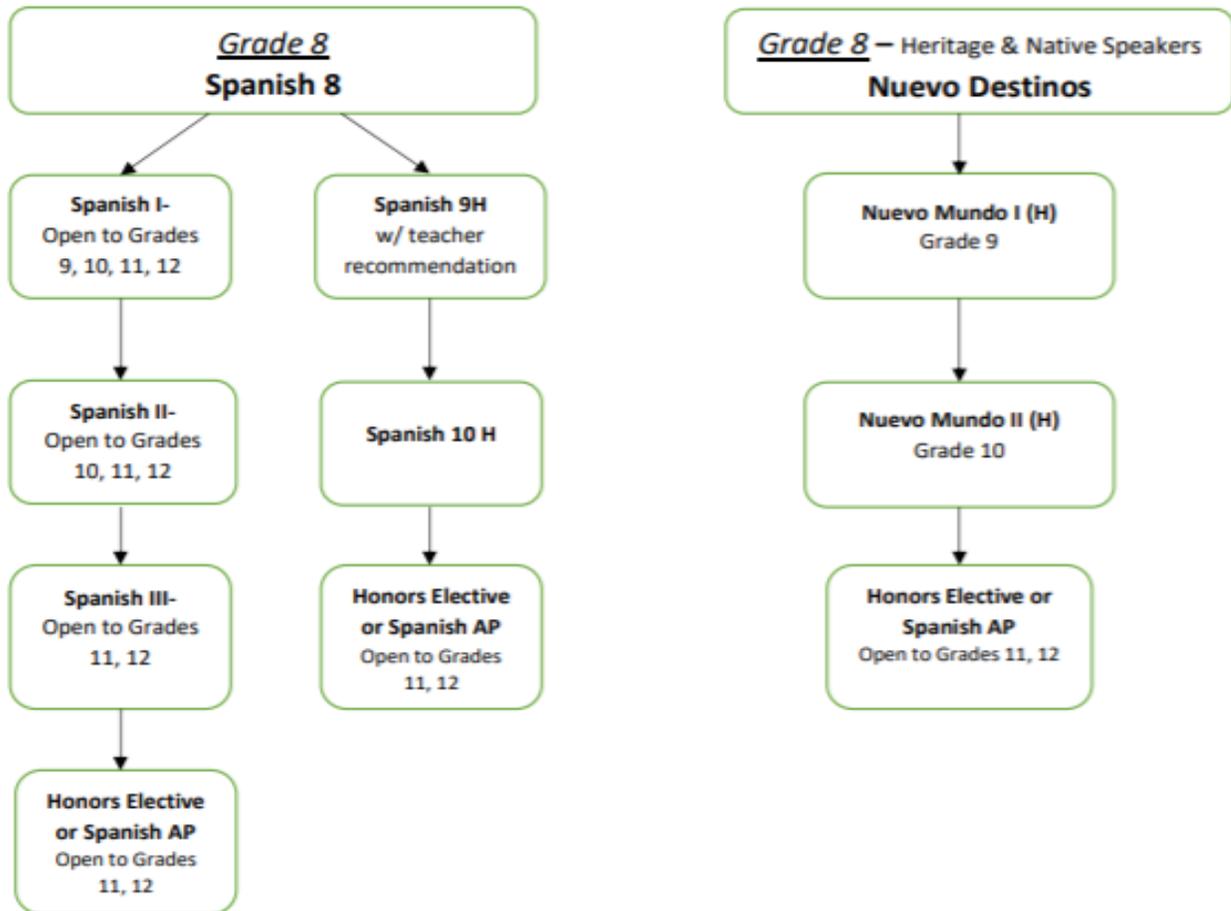
The first semester examines the high points of French culture and civilization beginning with prehistoric Gaul and includes the great expressions of art and architecture, the history and folkways of the French people, and the French influence on Western Civilization. Reading, writing, and oral skills are stressed; grammar is discussed only as it relates to other class work. The class is conducted entirely in French. A weekly journal encourages students to write their thoughts in French.

The second semester of this class deals with modern France. Students read French magazines and newspapers and discuss other expressions of contemporary French culture. Additional readings may include short stories, plays, and novels. There is continuing emphasis on oral expression, pronunciation, and the acquisition of vocabulary. There is a study of the subjunctive and other relevant grammar. Writing assignments are an integral part of this course, which is conducted entirely in French.

COURSE: ADVANCED PLACEMENT FRENCH LANGUAGE
PREREQUISITE: La Civilization Française and La France Actuelle
CREDIT: 5 Credits

In this advanced course students read, in French, excerpts or entire works by major French writers, such as Voltaire, Sand, Molière, Duras, Sartre, Flaubert, Abbé Prévost, Corneille, and Balzac. Students will also read selected poetry by La Fontaine, Apollinaire, Villon, Ronsard, and Baudelaire. Class lectures and discussions will place these works in their historical and cultural context. Students will also refine their knowledge of French grammar through advanced study and frequent writing assignments. Students taking this course will be prepared for the AP exam in French Literature or Language offered in May. The course is conducted entirely in French.

Suggested Course Sequence for



SPANISH ELECTIVES- After students have completed Spanish 10H or Spanish III, they are encouraged to participate in the elective program. To ensure that students select the most appropriate course, they are encouraged to seek advisement from their teacher.

Spanish Elective Options:

Course 0577- Adelante
Prerequisite- Spanish III- 5 Credits

Course 0583- El Alma de Espana- Y Conversacion Y Composicion Avanzada (Honors)
Prerequisite- Spanish 10H- 5 Credits

COURSE: SPANISH I
OPEN TO: Grades 9 - 12
CREDIT: 5 Credits

The first year of Spanish provides a solid basis in the four skills of understanding, speaking, reading, and writing in the Spanish language. This is accomplished through varied methods including the use of media and visual aids. The goal of Spanish I is to encourage the practice of basic pronunciation in simple conversation that includes idiomatic expression and culture. Students will also be introduced to the study of cultures and peoples of the Spanish speaking world. As a result, students will have a better understanding of the importance of language in our society.

COURSE: SPANISH II
PREREQUISITE: Spanish I
CREDIT: 5 Credits

This course continues the development of skills in speaking and understanding Spanish. Students also gain more experience in reading for comprehension, acquiring vocabulary, and in writing the language. A variety of oral and written drills lead to the preparation of original dialogues and to interactive conversation. The study of culture is an integral part of the course.

COURSE: SPANISH III
PREREQUISITE: Spanish II
CREDIT: 5 Credits

Students will attain increasing competence in understanding Spanish when spoken by a native speaker on topics of everyday interest. Students will demonstrate improved skills of understanding, speaking, reading, and writing in the Spanish language. Students will develop an enlightened understanding of Spanish-speaking people through a study of their contemporary life, their patterns of behavior and their customs and observances. They also are given the opportunity to develop aesthetic appreciation of the Spanish speaking world. Spanish is the primary language of instruction. In this course, students will complete the basic structures of the language.

COURSE: SPANISH 9 HONORS
PREREQUISITE: Spanish 8 and Teacher Recommendation
CREDIT: 5 Credits

Spanish 9 continues the oral/aural Spanish program that began in middle school. Emphasis is on all four skills with particular attention to vocabulary building and oral proficiency. Audio-visual materials are also used to enhance the development of vocabulary and spoken language. At this point of study, supplemental material is used to enrich vocabulary and further develop reading. Learning about cultures continues to be an integral part of the curriculum. **This course is conducted primarily in Spanish.**

COURSE: SPANISH 10 HONORS
PREREQUISITE: Spanish 9 HONORS
CREDIT: 5 Credits

In Spanish 10, speaking and listening continue to be stressed. At the same time, reading and writing take place at a more advanced level. Structures are further defined and practiced through exercises in the text as well as supplemental materials. By the end of the year, **all** grammatical structures will have been covered. Readings from the textbook, readers, magazines, films, and current events in Spanish expand students' vocabulary and comprehension. Cultural studies and understanding of Spanish-speaking people are integral to the curriculum. **This course is conducted in Spanish.**

COURSE: EL NUEVO MUNDO I 0585
EL NUEVO MUNDO II
OPEN TO: Grades 9 - 12
PREREQUISITE: Heritage and Native Spanish speakers **CREDIT: 5 Credits each year**
OTHER: Honors Option Pending Board Approval

This course is intended for students who are heritage or native Spanish speakers who wish to perfect their knowledge of the language. Emphasis is on standard usage in writing, spelling, and pronunciation. Readings are selected appropriate to the level of the group. The course is taught by a native speaker of Spanish. NO PRIOR COURSE IN SPANISH IS REQUIRED FOR NATIVE SPEAKERS, but students should have a strong knowledge of spoken Spanish. Students are urged to consult members of the World Languages Department for guidance in the selection of this course. **Students electing the Honors option will have to complete additional assignments, but are not limited to, research papers, film and book reviews, and additional projects that will be detailed in the course outline.**

SPANISH ELECTIVES

After students have completed Spanish 10H or Spanish III, they are encouraged to participate in the elective program. To ensure that students select the most appropriate course, they are encouraged to seek advisement from their teacher.

COURSE: ADELANTE
PREREQUISITE: Spanish III
CREDIT: 5 Credits

Adelante continues the study of Spanish through a series of units on contemporary life. There is a review of grammar and readings of short selections on a variety of topics with stress on the accumulation of useful vocabulary and interest-centered conversation. Students are assigned projects and will have access to Spanish newspapers and magazines. Several units deal with the culture of Latino groups represented in the United States: e.g., Cubans, Mexicans, and Puerto Ricans. Students will continue to improve their oral proficiency.

COURSE: EL ALMA DE ESPAÑA Y CONVERSACION Y COMPOSICION AVANZADA (HONORS)
PREREQUISITE: Spanish 10H
CREDIT: 5 Credits

The romance, mystery, and soul of the Spanish people are explored through their art, literature, and music. Representative works in these areas from the 11th to the 19th centuries are included to give students a richer understanding and appreciation of Spanish heritage. Guest speakers, recordings, and feature length films will be utilized when possible to give the students an enhanced experience of the Spanish language and culture. Particular emphasis is on three great literary works and cultural prototypes: *El Cid*, *Lazarillo de Torme*, and *Don Quixote*.

In the second semester of this course, students immerse themselves in the Spanish language. The course is designed to give students fluency in the use of idiomatic, everyday language and the development of a comprehensive, practical vocabulary through compositions and class discussions. Students discuss topics based on various readings, films, current events, and art works. Intonation and fluidity are stressed. Since the basic grammatical structures have already been covered in grades 7 through 10, this course will aid students in reviewing and perfecting the mechanics of the language. The course is conducted in Spanish, and students are assigned the writing of essays, compositions, and critiques in Spanish.

COURSE: ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE
PREREQUISITE: El Alma de España, Nuevo Mundo II and Teacher Recommendation
CREDIT: 5 Credits

The AP Spanish Language and Culture is an intensive course designated to prepare students in order to refine, perfect, and enhance their Spanish language skills. In addition, the course is intended to broaden the students' understanding of Hispanic culture and foster interest to continue the study of Spanish in college. The course's main objective is to have students analyze, understand, and expand their knowledge about the structures of the language and the richness of Spanish culture and demonstrate it by using all three modes of communication. Students should be recommended by their Alma de España or Nuevo Mundo II teacher. Students who did not complete the prerequisite course can request an entrance test to measure their Spanish language skills in order to register for the class. The AP Spanish course is conducted completely in Spanish. Students are encouraged to take responsibility for all the work given in class and for homework. The class has the rigor of a college class. Students are encouraged to take the AP Exam since a score of 4 or higher will give them college credit that is accepted by most colleges and universities.

BUSINESS AND INFORMATION TECHNOLOGY

Business and Information Technology are powerful and dynamic forces driving our 21st-century digital economy. Although the degree to which they will impact our individual lives vary, all of our lives will be invariably shaped by these ubiquitous forces. The following are a few examples of how Business and Information Technology impact our lives:

- Effectively planning and investing for your financial future
- Successfully functioning in the 21st-century digital economy
- Learning how to open your own business
- Understanding how products are brought to market, promoted, and sold
- Understanding how sales and products are accounted for across continents

The Business Department provides diverse offerings and multiple points of entry for students. To facilitate planning, we have provided some common paths that past business students have followed. For those students considering Business as a career path, we offer rigorous honors classes and "mini-concentrations" to pursue, that earn special distinction at graduation.

Pursuant to New Jersey Code NJAC 6A:8-5, all **students are required to complete 2.5 credits in Financial Literacy in order to graduate**. The Business and Information Technology Department has several courses, which meet this requirement. They are: **Introduction to Business, Money Power, Financial Literacy, College Success Seminar, Introduction to Accounting, Financial Accounting Honors, Managerial Accounting Honors, and Investing Honors**. **These courses will be denoted by, * next to the course name.**

Business courses are open to any interested student that meets the prerequisite requirements and/or graduation requirements.

Business & Information Technology Department: Course Offerings By Grade Level

9 th Grade	10 th grade	11 th Grade	12 th Grade
Money Power *	Money Power *	Investing Honors* ^□	Investing Honors *^□
Introduction to Business *	Introduction to Business *	Advanced Projects in Marketing Honors □ ^	Advanced Projects in Marketing Honors □ ^
Computer Applications	Computer Applications	Computer Applications	Business Experience Internship (BEI) ^
Introduction to Accounting *	Introduction to Accounting *	Introduction to Accounting *	Business Policy Seminar Honors ^
<p>^ Successful Completion of Prerequisite Classes refer to the course guide</p> <p>* Meets NIDOE Financial Literacy Graduation Requirement.</p> <p>□ Eligible for 3 College Credits</p> <p>⚙️ Enrolled students may join the production department to the school yearbook and other school-based publications.</p>	Financial Literacy *	Financial Literacy *	College Success Seminar *
	Marketing Essentials	Marketing Essentials	Marketing Essentials
	Digital Publishing Design ⚙️	Digital Publishing Design ⚙️	Digital Publishing Design ⚙️
	Financial Accounting Honors * □	Financial Accounting Honors * □	Financial Accounting Honors * □
		Small Business Management Honors ^	Small Business Management Honors ^
		Managerial Accounting Honors *^□	Managerial Accounting Honors *^□

Suggested Sequence: Mini-Concentration Strands

*Students who are interested in a "mini-concentration" in **Marketing, Accounting, Finance or Small Business Management** may consider the following course sequence. The sequences listed below are optional.**



NOTES

Grade	Course Name
9th	<ul style="list-style-type: none"> ● Money Power ● Computer Applications ● Introduction to Business ● Introduction to Accounting
10th	<ul style="list-style-type: none"> ● Money Power ● Computer Applications ● Introduction to Business ● Introduction to Accounting

	<ul style="list-style-type: none"> ● Financial Accounting Honors ● Financial Literacy ● Marketing Essentials ● Digital Publishing Design
11th	<ul style="list-style-type: none"> ● Computer Applications ● Introduction to Accounting ● Financial Literacy ● Marketing Essentials ● Digital Publishing Design ● Financial Accounting Honors ● Investing Honors ● Advanced Projects in Marketing Honors ● Small Business Management Honors ● Managerial Accounting Honors
12^h	<ul style="list-style-type: none"> ● Investing Honors ● Financial Accounting Honors ● Managerial Accounting ● Advanced Projects in Marketing Honors ● Small Business Management Honors ● Marketing Essentials ● Digital Publishing Design ● College Success Seminar ● Business Policy Seminar ● Business Experience Internship (BEI)

Course Descriptions

COURSE: INTRODUCTION TO BUSINESS*

OPEN TO Grades 9 - 10

CREDIT: 5 Credits

Course Description:

This highly motivating introductory business course closely examines business and the economy from a variety of perspectives. The global economy is highly dynamic and will have a tremendous impact on the future our students will face. Students in this course will investigate business and economic topics via research, simulation, and the actual formation of a business under the sponsorship of the nationally recognized Junior Achievement Program.

COURSE: MONEY POWER*

OPEN TO Grades 9 - 10

CREDIT: 5 Credits

Course Description:

Money Power provides students with a solid understanding of the ongoing financial planning and financial literacy they will require throughout their lives to make informed financial decisions. Students will learn how to become responsible consumers, know their rights, how to calculate business math, and how to stay informed in today's economy. In addition, they will investigate the intricacies of basic investing and saving as a tool for preparing for adult financial security. Students will also learn to use the following software applications: Microsoft Office (Word, PowerPoint, and Excel), as well as, the Google Apps Suite (Docs, Sheets, and Presentation).

COURSE: COMPUTER APPLICATIONS

OPEN TO: Grades 9-11

CREDIT: 5 Credits

Course Description:

High school and college students benefit by having strong computer applications skills. In this course, emphasis will be placed on skill development, productivity, and formatting computer applications for use across the high school curriculum, as well as, the adaptability to use learned fundamentals across various platforms. Students will use Microsoft Office software and Google Apps as the basis to develop their proficiencies in the following areas:

- Storage and retrieval of documents on a computer, within a local network, and to and from cloud-based servers
- Proper usage guidelines and etiquette rules that students and professionals should follow when communicating through email
- Proper keyboarding and word processing using Microsoft Office Suite and Google Apps
- Creating effective presentations through the use of Microsoft PowerPoint and Google Slides

COURSE: INTRODUCTION TO ACCOUNTING*

OPEN TO: Grades 9 - 11

CREDIT: 5 Credits

Course Description:

This course is designed to introduce students to the basic principles, concepts, and procedures of accounting. An understanding of these topics is essential for any student

considering a college business major or seeking business employment upon graduation.

Students will:

- Learn the basic accounting cycle using calculators and provided practice materials
- Use technology to apply proper accounting procedures in realistic exercises designed to solve simple through complex accounting problems

Students will develop financial analysis and decision-making skills that will assist them in future business studies.

COURSE: FINANCIAL LITERACY*

OPEN TO: Grades 10 - 12

CREDIT: 5 Credits

Course Description:

This course is designed to provide students with a firm understanding of the concepts and technical procedures necessary to function and thrive financially. Upon successful completion of this course, students will have a solid foundational understanding for making informed, personal financial decisions leading to financial independence.

Students will:

- Investigate and manage budgets, bank accounts, credit and loan options, real estate, insurance, taxes, major consumer decisions, savings, and a variety of investment opportunities as they participate in a year-long simulation.
- Become proficient at assembling information for and filing all federal and state tax forms.
- Use budgeting, computer software, as well as, a variety of consumer and investment research tools available on the internet.

COURSE: MARKETING ESSENTIALS

OPEN TO: Grades 10 - 12

CREDIT: 5 Credits

Course Description:

Marketing is a vital part of any business. The study of marketing blends psychology, creativity, and business savvy. Have you ever wondered...why and how new products are developed? What happens to the data gathered in market research? How long does it take for a product/service to get from idea to market?

In this course, students will examine consumer markets, pricing strategies, buyer behavior, the 4 P's of marketing, (Product, Price, Place, Promotion), and product life cycles. They will also learn how marketers research, rationalize, plan, and implement marketing decisions and solutions to achieve their intended business objectives. Case studies, projects, Internet research, and career-related applications will also be a vital part of this exciting course.

COURSE: DIGITAL PUBLISHING DESIGN

OPEN TO: Grades 10 - 12

CREDIT: 5 Credits

Enrolled students may join the production departments of the school newspaper, yearbook, and other school-based publications to apply their acquired skills as they assist in the layout and design of the aforementioned publications.

Course Description:

Desktop Publishing employs sophisticated software tools to effectively design and create high-quality academic and professional documents, brochures, advertisements, newsletters, and other publications. Students will use desktop publishing and graphics software, along with other technology, to gain experience in the creation of professional quality publications that express ideas through design and layout.

Students will:

- Recognize and produce effectively designed publications and other documents by understanding the characteristics of the audience, what the copy is meant to convey, and how to deliver the message.
- Study layout, design, and graphic manipulation for use in publications.
- Learn to create, import, and utilize graphics, text, and design templates in a sophisticated manner.

COURSE: FINANCIAL ACCOUNTING HONORS*

OPEN TO: Grades 10 - 12

CREDIT: 5 Credits

OTHER: Eligible for 3 college credits

Course Description:

This course is an introduction to the theory of financial accounting. Students will be introduced to the accounting cycle of proprietorships. Financial statements will be produced manually and electronically.

Course content includes:

- Analyzing and recording transactions--The adjusting process
- The accounting cycle as a basis for specialized accounting
- Accounting systems
- Accounting for a merchandising business
- Inventories
- Internal controls
- Receivables
- Comparison of depreciation methods
- Current liabilities and payroll

Classroom activities also include problem-solving exercises, simulation experiences, and the use of appropriate computer software programs.

COURSE: INVESTING HONORS*

OPEN TO: Grades 11 – 12

PREREQUISITE: Successful Completion of Financial Planning and Money Management

CREDIT: 5 Credits

OTHER: Eligible for 3 college credits

Course Description:

National and global economic forces directly influence the investment world, monetary, fiscal, and global policy. Students enrolled in this course will rigorously examine fundamental economics, the interplay of monetary policy, global economic factors, and the impact they have on personal risk management, diverse investment strategies, retirement, and estate planning. Additionally, students will manage portfolios, examine currency trading, and participate in stock simulations. Both the legal and tax implications inherent in investment planning will also be examined.

COURSE: ADVANCED PROJECTS IN MARKETING HONORS

OPEN TO: Grades 11 – 12
PREREQUISITE: Successful completion of Marketing Essentials
CREDIT: 5 Credits
OTHER: Eligible for 3 college credits

Course Description:

In this project-oriented course, students will further explore specific marketing topics and draw upon the cumulative marketing knowledge and analytical techniques acquired in Marketing Essentials. Themes that parallel college marketing programs will be discussed such as: advertising theory, consumer behavior, event marketing, sales concepts and practices, market research strategies, social media, international marketing, sports and entertainment marketing, and current and emerging issues in the business world. Numerous case studies and extensive research via print and electronic media will augment this stimulating course. Students will make several presentations and sales pitches to various audiences.

COURSE: SMALL BUSINESS MANAGEMENT HONORS

PREREQUISITE: A minimum of one previous business class

OPEN TO: Grades 11 – 12

CREDIT: 5 Credits

Course Description:

This course is recommended for students seeking realistic opportunities to establish and run a business as entrepreneurs. In this course, a college-level textbook is used and rigorous reading, research, individual and group projects are assigned on a regular basis.

Students will:

- Create a portfolio based on a business they focus on throughout the school year
- Prepare a formal business plan based on their portfolio
- Construct a marketing plan
- Investigate topics, including: entrepreneurship, finance, marketing, advertising, inventory control, communication, and ethical business behavior
- Students will complete this course with an in-depth understanding of the major principles needed to operate a business.

COURSE: MANAGERIAL ACCOUNTING HONORS*

OPEN TO: Grades 11 - 12

PREREQUISITE: Successful completion of Financial Accounting Honors or Introduction to Accounting *with teacher recommendation*

CREDIT: 5 Credits

OTHER: Eligible for 3 college credits

Course Description:

This course is an introduction to the theory of managerial accounting. Students will continue with their study of accounting using the foundation they obtained in Financial Accounting Honors and/or Introduction to Accounting. Accounting for partnerships and corporations will be introduced in this course. Classroom activities also include problem-solving exercises, simulation experiences, and the use of appropriate computer software programs. Content includes:

- Accounting for partnerships
- Corporations: organization, stock transactions, and dividends
- Long-Term liabilities
- Statement of cash flows

- Financial statement analysis
- Managerial accounting concepts and principles
- Job order costing
- Process cost systems
- Cost behavior and Cost-Volume-Profit Analysis
- Budgeting
- Evaluation using variances

COURSE: BUSINESS POLICY SEMINAR HONORS

OPEN TO: Grade 12

PREREQUISITE: Open to students with a minimum of one complete Honors business class

CREDIT: 5 Credits

Course Description:

This culminating class will focus on careful analysis of business operations. The course will consist of a comprehensive study in specialized areas, including business theories, practices, ethics, organizational behavior, strategic planning, human resources, legalities, and fiscal responsibility.

This seminar-based course will enable students to blend their diverse business course backgrounds (accounting, marketing, management) and synthesize each area of business into comprehensive research projects, which simulate actual business policy that is utilized by strategic business managers and leaders. Students will engage in course-themed leadership, motivational readings, and book selections.

COURSE: COLLEGE SUCCESS SEMINAR*

OPEN TO: Grade 12

CREDIT: 5 Credits

Course Description:

A college education is one of the greatest expenses a person (or their family) will incur in their lifetime. This course seeks to create experiences that help students prepare properly for college and/or living and working independently. Students will investigate the following, as they create an individualized college portfolio:

- The college application process - including all applicable terminology, research, application, financial aid and scholarship options, living arrangements, and available majors
- Mastery of interpersonal skills
- Organizational strategies - including note-taking, time management, and effective study techniques
- Recognizing personal learning style(s), enabling students to develop strategies for adapting to a variety of instructional modes
- Technical skill enhancement - including document formats, proofreading, word processing, and computer management
- Money management - including budgeting, banking, and credit

COURSE: BUSINESS EXPERIENCE INTERNSHIP (BEI)

OPEN TO: Grade 12

PREREQUISITE: Students must have previously taken two business courses, have earned 100 credits, and be recommended by a past business teacher

CREDIT: 5 Credits

Course Description:

Students accepted in the BEI program work in offices and placements throughout the school and attend monthly

meetings with the course instructor. The BEI program simulates the business environment and creates connections with strategies and skills students have learned in their business classes. Students will enroll in a virtual course that examines areas such as job search practices, soft skills, business etiquette, business communication, networking, and interview simulations. Enrolled students take advantage of the opportunity to deepen their understanding of business etiquette and other interpersonal skills necessary for successful employment.

Enrollment is limited to the number of mentored sites available in the building. Thus, students who are eligible and interested in this must be recommended and interviewed by a business teacher.

CULINARY ARTS DEPARTMENT

In the Culinary Arts Department, students work to learn and integrate practical knowledge that relates to everyday life, nutrition and food preparation. Hands-on experiences enable our students to learn and share a wide variety of useful skills and knowledge.

Courses taken in this department fulfill the **NJ requirement** of 5 credits in Career Education.

COURSE: INTRODUCTION TO CULINARY ARTS
OPEN TO: Grades 10 - 12
CREDIT: 5 Credits

This introductory course explores food and nutrition. Students develop a scientific and safe consumerism approach to food preparation through meal planning, nutrition, use of equipment, measurements, baking, one-dish meals, and the use of convenience foods. In addition, emphasis is placed on the following:

- Money and time management as related to food Measurements and equivalents
- Basic terms and methods of food preparation
- Careers related to foods

This introductory course provides and builds basic culinary skills.

COURSE: INTERMEDIATE CULINARY ARTS
OPEN TO: Grades 11 - 12
PREREQUISITE: Introduction to Culinary Arts with a grade of C or better and teacher recommendation
CREDIT 5 Credits
OTHER: Eligible for BCC College Credit

This course takes the student to a more advanced level of food preparation, quantitative foods, and the use of technology. For example, students will become familiar with:

- A dehydrator for preserving and drying foods
- A pasta machine for creating fresh pasta, bagels, and breadsticks
- A bread machine for preparing a wide variety of breads
- An ice cream maker for making ice cream, frozen yogurt, and gelato
- A yogurt machine for preparing fresh yogurt

This course includes the examination of the proper arrangement of a kitchen, including the selection, care, and cleaning of equipment, research and preparation of regional foods in the U.S. and Canada, and extensive career research.

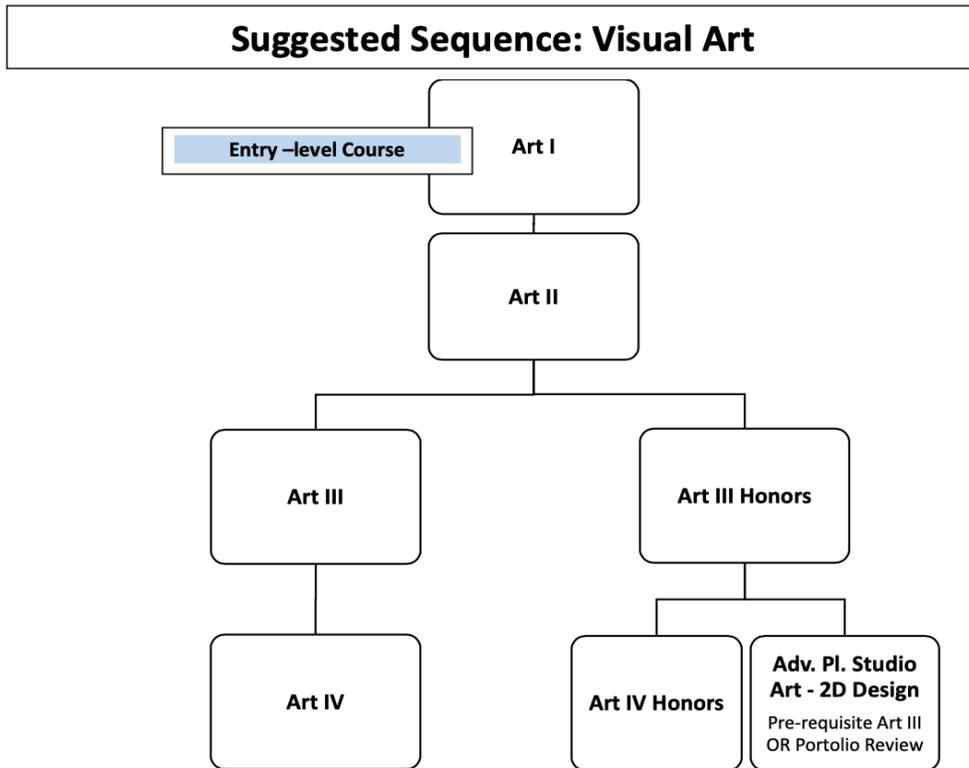
COURSE: ADVANCED CULINARY ARTS
OPEN TO: Grade 12
PREREQUISITE: Intermediate Culinary Arts with a grade of C or better and teacher recommendation
CREDIT: 5 Credits

OTHER: Eligible for BCC College Credit

This course will engage students in an advanced level of food preparation. Students will investigate the food industry, hotel management, quantitative foods, and the vocation of being a chef. During the second half of the year, students work on starting a food business through practice and application.

VISUAL & PERFORMING ARTS

The Department of Fine and Performing Arts offers a curriculum of both diversity and depth, including courses that correlate and collaborate with co-curricular activities such as marching band, plays, concerts and exhibits. Our discipline-based arts program provides opportunities for diverse students of every interest and every level of proficiency.



Grade	Art Course Offerings	Adv. Placement Course
Grade 9 Incoming Ninth	<ul style="list-style-type: none"> • Art I • Digital Art 	
Grade 10 Incoming Sophomores	<ul style="list-style-type: none"> • Art I • Art II • Digital Art 	
Grade 11 Incoming Juniors	<ul style="list-style-type: none"> • Art I • Art II • Art III • Art III Honors • Digital Art 	<ul style="list-style-type: none"> • Adv. Placement Studio Art – 2D Design
Grade 12 Incoming Seniors	<ul style="list-style-type: none"> • Art I • Art II • Art III • Art III Honors • Art IV • Art IV Honors • Digital Art 	<ul style="list-style-type: none"> • Adv. Placement Studio Art – 2D Design

COURSE: ART I (INTRO TO ART & DESIGN)
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDIT: 5 Credits

This entry level course will develop student's knowledge and understanding of the fundamental elements and principles of art. Students will develop basic drawing skills and learn to utilize visual arts. The course is an active, hands-on class in art making, problem solving, and art principles. Projects assigned may center on topics such as self-portrait, still life and graphic design. Art projects also include examination of movements in art history such as Impressionism, Cubism and Surrealism. Students generate individual projects that demonstrate an understanding of technique, style, and the influences of historical periods. Students also participate in class critiques where they assess and comment on artwork using descriptive vocabulary.

COURSE: ART II (INTERMEDIATE ART & DESIGN)
OPEN TO: Grades 10 - 12
PREREQUISITE: Art I
CREDIT: 5 Credits

This course focuses on students achieving a higher level of artistic skill. Lesson units are designed to advance the development of art-making skills by building upon the content areas covered in Art I. Units are centered on an increased level of difficulty in the areas of drawing, painting, printmaking and ceramics. Students will be required to use a variety of materials, such as: paint (acrylic and watercolor), clay, printmaking, mixed media (collage), pen and ink, graphite, colored pencil, and pastel. Students will also be required to describe, analyze and make judgments about their artwork through the development of their creative problem solving and decision-making skills.

COURSE: ART III / IV (ADVANCED ART PROJECTS)
OPEN TO: Grades 11 - 12
PREREQUISITE: Art II
CREDIT: 5 Credit

This course is designed for students to work meaningfully toward mastery in several media. It focuses on the development of an art portfolio for college application. Art assignments are teacher driven although some may be independently developed by a student's individual interest. Student's artwork from this class is showcased throughout the year and represents aesthetic inquiry into the following areas: Figure Drawing, Still Life, Portraiture, Interior/Exterior Spaces, Landscapes, Fantasy/Abstraction.

COURSE: ART III / IV Honors (ADVANCED ART PROJECTS)
OPEN TO: Grades 11 - 12
PREREQUISITE: Art II or Art III
CREDIT: 5 Credits

This course is for students with a high level of artistic skill and experience in art studio practices. Art assignments are teacher driven although some may be independently developed by a student's individual interest. Student's artwork from this class is showcased throughout the year and represents aesthetic inquiry into the following areas: Figure Drawing, Still Life, Portraiture, Interior/Exterior Spaces, Landscapes, Fantasy/Abstraction.

COURSE: DIGITAL ART
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDIT: 5 Credits

This course is an entry level class that allows students to explore the world of digital photography. Students will be learning and applying the elements of art to the digital format. This is an opportunity for students to learn everything from how to operate a digital camera, to using the more complex functions available. In addition, students will learn how to manipulate photos in Photoshop and be trained in the use of the various applications, functions, and tools of

the Adobe suite. To compete with an aggressive digital world, we have outfitted this program with a Macintosh computer lab and Nikon cameras. There will be many photo assignments to complete outside of the classroom, so owning your own camera is a plus.

COURSE: AP STUDIO ART - (ADVANCED PLACEMENT DRAWING)

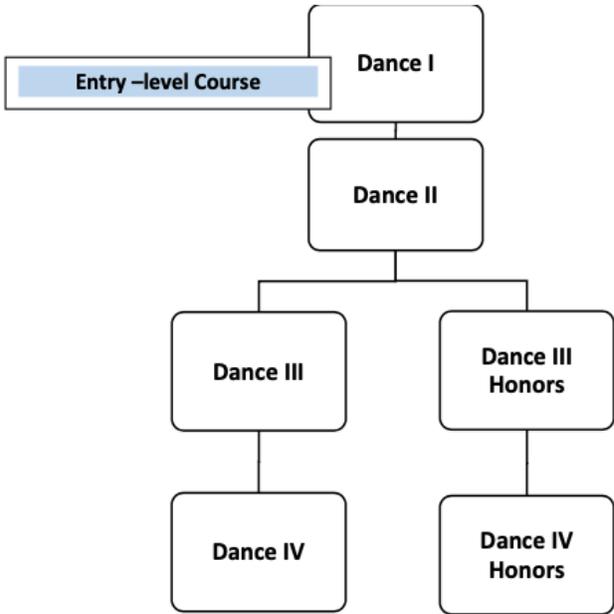
OPEN TO: Grades 11 - 12

PREREQUISITE: Art III or portfolio review

CREDITS: 5 Credits

This college level course is designed for the highly motivated student who is seriously interested in the art making process. The course allows students to earn college credit and/or advanced placement in visual art. Students are required to create and submit a digital portfolio of up to 15 images of art and mail 5 physical pieces to the College Board for evaluation during the first week of May. Students will work on their sustained investigation pieces during the year and will be required to work on pieces at home in addition to their studio work in school. The portfolio should reflect: (a) Sustained investigation or inquiry into a topic or idea of their choice (b) Evidence of practice, experimentation and revision. Students are encouraged to work in drawing, painting and printmaking mediums and may combine materials to create mixed media pieces

Suggested Sequence: Dance



Grade	Dance Course Offerings
Grade 9 Incoming Ninth	<ul style="list-style-type: none"> • Dance I • Dance II with instructor approval. (See Course Guide)
Grade 10 Incoming Sophomores	<ul style="list-style-type: none"> • Dance I • Dance II: Completed Dance I prerequisite OR with instructor approval. (See Course Guide) • Dance III: Completed Dance II prerequisite OR with instructor approval. (See Course Guide)
Grade 11 Incoming Juniors	<ul style="list-style-type: none"> • Dance I • Dance II: Completed Dance I prerequisite OR with instructor approval. (See Course Guide) • Dance III or Dance III (H): Completed Dance II prerequisite OR with instructor approval. (See Course Guide) • Dance IV or Dance IV (H): Completed Dance III or Dance III (H) prerequisites OR with instructor approval. (See Course Guide)
Grade 12 Incoming Seniors	<ul style="list-style-type: none"> • Dance I • Dance II: Completed Dance I prerequisite OR with instructor approval. (See Course Guide) • Dance III or Dance III (H): Completed Dance II prerequisite OR with instructor approval. (See Course Guide) • Dance IV or Dance IV (H): Completed Dance III or Dance III (H) OR with instructor approval. (See Course Guide)

COURSE: DANCE I
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDITS: 5 Credits

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

COURSE: 0780
DANCE II
OPEN TO: Grades 10 - 12
(Dance I and instructor approval)
PREREQUISITE: Dance I or instructor approval
CREDITS: 5 Credits

The Dance II course builds upon the skills and knowledge acquired in Dance I. The focus is on developing mastery in technique and the introduction of higher-level technique in modern, ballet and jazz dance. Dance II provides students additional opportunities to explore the aesthetics, performance, history and critique of dance, as well as the creation of original dance.

COURSE: DANCE III
OPEN TO: Grades 11 - 12
(Dance II and instructor approval)
PREREQUISITE: Dance II or instructor approval
CREDITS: 5 Credits

The Dance III course builds upon the skills and knowledge acquired in Dance II. The focus is on continuing to develop mastery in technique and the introduction of higher-level technique with an emphasis on modern dance technique. Dance III provides students additional opportunities to explore choreography as well as the aesthetics, history, performance and critique of dance.

COURSE: DANCE III Honors
OPEN TO: Grades 11 - 12
(10th grade with special proficiency and instructor approval)
PREREQUISITE: Dance II or instructor approval
CREDITS: 5 Credits

Students in this course must display exceptional dance ability and a strong work ethic. In addition to the regular course work honors students will be expected to work beyond the regular classroom requirements. Additionally, each marking period will be spent completing seminar work in the areas of *Choreography, Dance History Research, Diet and Fitness*, as well as teaching. Honors students must also present themselves as students with strong mentoring skills. All Honors students are to maintain a detailed journal of all notes, documentation and processes regarding their research, history, choreographic and teaching experiences.

COURSE: DANCE IV
OPEN TO: Grades 11 - 12
(Dance III and instructor approval)
PREREQUISITE: Dance III
CREDITS: 5 Credits

The Dance IV course builds upon the skills and knowledge acquired in Dance III. Modern dance technique is the emphasis of this course. The focus is on continuing to develop mastery while introducing students to an advanced dance curriculum. Dance IV provides students with opportunities to further explore choreography as well as the aesthetics, history, performance and critique of dance.

COURSE: DANCE IV Honors
OPEN TO: Grades 11 - 12
(Dance III and instructor approval)
PREREQUISITE: Dance III
CREDITS: 5 Credits

Students in this course must display exceptional dance ability and a strong work ethic. In addition to the above regular course for Dance IV, honors students will be expected to work beyond the regular classroom requirements. Each marking period will be spent completing seminar work in the areas of *Research, Dance History, Anatomy and Teaching*. Honors students must also present themselves as students with strong mentoring skills. The Dance IV Honors teaching component will be referred to as *Field Work* projects. This component will allow students to assist classes on the middle school level during free periods in their schedule. *Research, Dance History and Anatomy* focus will also be accompanied by a choreographic assignment relating to the assigned topic. All Honors students are to maintain a detailed journal of all notes, documentation and processes regarding their research, history, choreographic and fieldwork experiences.

Note: All students who take any dance class as physical education must complete the Health and Driver's Education requirements through the regular physical education program.

INSTRUMENTAL MUSIC COURSES

COURSE: CONCERT BAND (with Marching Band)
OPEN TO: Grades 9-12
PREREQUISITE: Previous participation in a school music program or by instructor approval
CREDIT: 7 Credits

The band program combines responsibilities of both marching and concert band. The marching band rehearses after school during football season (Marking Period 1). Students hone and enhance individual musicianship through ensemble collaboration and the study and the learning of a repertoire of challenging, high quality music literature. Band members carry an extraordinary responsibility for co-curricular assignments outside the school day, including performances at school, various community activities and participation in athletic events. Time out of school for practice, rehearsal, and performance is a required component of the course. Additional opportunities for individual members include participation in the pit orchestra for the annual musical and participation in the jazz band. Band members are prepared as well for optional participation in regional and state music organizations.

COURSE: STRING ENSEMBLE
OPEN TO: Grades 9-12
PREREQUISITE: All students with prior instrumental training or by instructor approval
CREDIT: 5 Credits

Instruction and rehearsal on the violin, viola, cello and bass is provided in this course. Students engage in ensemble rehearsal and preparation of high-quality music literature. Students in this course are expected to rehearse beyond the school day. This includes individual practice, rehearsals for chamber music groups, full orchestra, concert preparation, and rehearsals for the annual spring musical's pit orchestra. Some after school and evening rehearsals are required, especially before concert dates. Students are prepared for optional participation in regional and state music organizations.

COURSE: INSTRUMENTAL MUSIC LESSONS
OPEN TO: Grades 9 - 12
PREREQUISITE: Concurrent with Concert Band or String Ensemble
CREDIT: 1 Credit

All High School students enrolled in Concert or String Ensemble are required to attend weekly music lesson with an assigned instrumental music instructor. Lessons operate on a pull-out rotation basis. These lessons foster individual mastery and ensure quality participation within the ensemble rehearsals.

VOCAL MUSIC

COURSE: MIXED CHORUS
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDIT: 5 Credits

Students in this course engage in an ensemble singing experience while learning valuable vocal technique and choral tone production. Attention is also paid to sight-singing and basic music and music history concepts. A high level of musicianship and musical sensitivity is fostered through rehearsal of varied repertoire of musical and choral styles. Students in this chorus perform for school and community audiences and have the opportunity to participate in county, regional, and statewide music ensembles.

COURSE: CONCERT CHOIR
OPEN TO: Grades 9 - 12
Treble voices only (soprano, alto, and male countertenor)
PREREQUISITE: Audition required or instructor approval
CREDIT: 5 Credits

This chorus sings high level accompanied, and a cappella choral selections, appropriate to small ensembles. The course provides in-depth instruction in vocal technique and choral tone production, and advanced lessons in sight-singing and musicianship. A highly varied repertoire of styles and languages is presented. Students perform for adjudicated events as well as for school and community audiences. Students are encouraged to audition for county, regional, and all-state ensembles.

COURSE: CONCERT CHOIR Honors
OPEN TO: Grades 9 - 12
Treble voices only (soprano, alto, and male countertenor)
PREREQUISITE: Audition required or instructor approval
CREDIT: 5 Credits

Students taking this course are required to perform a solo vocal jury critiqued by a credentialed panel. Honors candidates are required to participate in all special rehearsals and performances. Honors candidates will serve as section leaders for specific pieces as assigned by the conductor. Duties as section leader include teaching their part to other students and monitoring their progress in the ensemble. Students are also expected to complete any additional projects deemed appropriate by the conductor.

COURSE: MADRIGAL SINGERS
OPEN TO: Grades 9 - 12
PREREQUISITE: Audition required or instructor approval
CREDIT: 5 Credits

Students in this course are expected to have developed exceptional ability in tone production, choral technique, and to demonstrate proficiency in sight-singing. An attitude of serious study and exceptional ensemble cooperation is expected of all participants. The class offers advanced study in vocal technique. The ensemble sings accompanied and a cappella repertoire of varied choral styles and languages. The Madrigal Singers participate in many performances for adjudications and festivals, as well as the school and community audiences. Students are expected to complete any additional projects deemed appropriate by the conductor and are encouraged to audition for county, regional, and all-state ensembles.

COURSE: MADRIGAL SINGERS Honors
OPEN TO: Grades 9 - 12

PREREQUISITE: **Audition required or instructor approval**

CREDIT: **5 Credits**

Students taking this will be required to audition (and participate) in at least one of the following Honors Choirs: Bergen County Chorus, Region I Mixed Chorus or Women's Chorus, All-State Mixed Chorus or All-State Chorus. Honors candidates are required to participate in all special rehearsals and performances. Honors candidates will serve as section leader for specific pieces as assigned by the conductor. Duties as section leader include teaching their part to other students and monitoring their progress in the ensemble. Honors candidates will also be required to prepare additional choral/solo material that they will present to the ensemble. This presentation will be evaluated by their peers and the instructor, and will include a self-reflection component.

COURSE: **VOICE LESSONS**

OPEN TO: **All choral ensemble members are required to participate**

PREREQUISITE: **Concurrent with Mixed Chorus, Concert Choir, or Madrigal Singers**

CREDIT: **1 Credit**

Voice Lessons are small group lessons in breathing, tone production, and principles of safe, responsible, and effective singing. In preparation for county and regional New Jersey All-State Chorus auditions, students may receive coaching for ensembles and solos. Assistance is also provided for college and theatre auditions.

COURSE: **MUSIC THEORY**

OPEN TO: **Grades 9 - 12**

PREREQUISITE: **A basic understanding of musical notation**

CREDIT: **5 Credits**

This is an introductory course in music notation, ear-training and composition. This class also serves as the first year of a two-year course of study culminating with the AP Music Theory Exam.

COURSE: **AP MUSIC THEORY**

OPEN TO: **Grades 10 - 12**

PREREQUISITE: **Music Theory I or instructor approval**

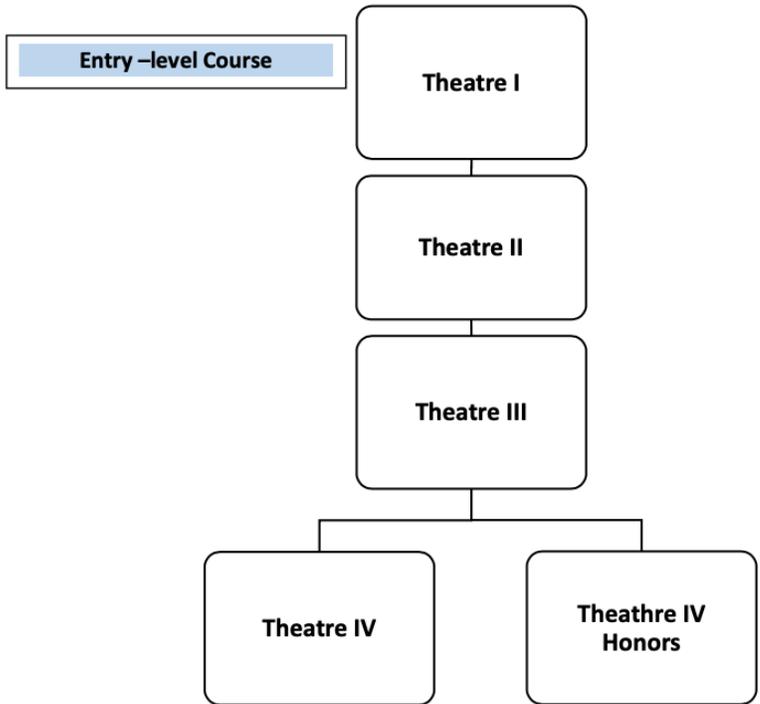
CREDIT: **5 Credits**

This is a college-level course in music theory leading to the successful completion of the Music Theory AP Exam. Passing this exam provides college credit for the student majoring in music at the college or conservatory level. Students continue intensive study in vocabulary, terminology, sight-singing and dictation, notation, harmony, structure, chord theory, music composition, and score analysis. Further work includes practice tests in preparation for the AP exam. Although this is the second year of a two-year cycle beginning with Music Theory, students with previous knowledge of Music Theory may take this course with instructor approval.

*** AP Music Theory will not be offered for the 22-23 school year.**

THEATRE ARTS

Suggested Sequence: Theatre



Grade	Theatre Course Offerings
Grade 9 Incoming Ninth	<ul style="list-style-type: none"> • Theatre I
Grade 10 Incoming Sophomores	<ul style="list-style-type: none"> • Theatre I • Theatre II: Completed Theatre I prerequisite OR with instructor approval. (See Course Guide)
Grade 11 Incoming Juniors	<ul style="list-style-type: none"> • Theatre I • Theatre II: Completed Theatre I prerequisite OR with instructor approval. (See Course Guide) • Theatre III: Completed Theatre II prerequisite OR with instructor approval. (See Course Guide)
Grade 12 Incoming Seniors	<ul style="list-style-type: none"> • Theatre I • Theatre II: Completed Theatre I prerequisite OR with instructor approval. (See Course Guide) • Theatre III: Completed Theatre II prerequisite OR with instructor approval. (See Course Guide) • Theatre IV or Theatre IV (H): Completed Theatre III prerequisite OR with instructor approval. (See Course Guide)

COURSE: THEATRE I
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDITS: 5 Credits

This introductory course is intended to provide students with an understanding and appreciation of the artistic elements inherent in the theater. Students will explore in depth theatrical terminology, Improvisation, ensemble building, trust, observation, self-confidence, concentration, imagination and creativity; and how they apply to the actor. Students will be challenged to develop and apply acting techniques; to understand accepted theater practices

(practice, perfect, project) in a disciplined studio setting. Each marking period, students will select and work on theatrical pieces; memorize and critique their work; ultimately performing their theatrical pieces (sometimes in front of invited audiences for critique).

The Elements of Drama (Aristotle), monologue and scene study, play reading and analyzing, character analyzing, ensemble and group leading exercises and creative reflections/ journal will form the basis of the course.

COURSE: THEATRE II
OPEN TO: Grades 10 - 12
PREREQUISITE: Theatre I or instructor approval
CREDITS: 5 Credits

This is a performance-focused class. Acting training is begun by progressive work in monologues, fully realized scene study, writing assignments, in-class workshops, and exercises utilizing various acting techniques. Students will be challenged to discover the basic elements of acting method, while also focusing on a historical survey of acting styles, as well as, advance their own technique, and to understand accepted theatre practice, in a disciplined studio. They will also achieve an understanding of the basics of theatre performance history and literary history by reading, analyzing, and performing various scenes and monologues from theatrical practitioners (Stanislavski, Delsarte, Meisner, Miller, Adler, Williams, Wilson, Smith, etc.)

COURSE: THEATRE III
OPEN TO: Grades 11
PREREQUISITE: Two years of theater classes or instructor approval
CREDITS: 5 Credits

The Theatre III course provides students with an overview of acting styles and theatre literacy relative to all of the major theatrical periods from Greeks to modern, including major movements in contemporary theatre. Students will further develop their acting technique, building on their knowledge and skills in "Method" acting as practiced in American theatres today. Through this course, students will form a stronger sense of who they are as artists and individuals, and how they interact with the world around them, all within the context of the broader history of theatre and theatrical thought. Students will be required to do monologue and/or scene study for each of the different periods of theatrical acting styles.

COURSE: THEATRE IV
OPEN TO: Grades 12
PREREQUISITE: Theatre I and II or instructor approval
CREDITS: 5 Credits

The Theatre IV course provides students with an opportunity at the most advanced levels to prepare an "acting portfolio for professional, college, or conservatory auditions, as appropriate to the needs of the individual student." The initial portion of the course develops that portfolio in time for scheduled auditions, including a stretch monologue, period piece(s), and contemporary monologue(s). Theatre IV students will also take an in-depth look into contemporary playwrights and their literary works while continuing to master the craft of performance. Students will also be exploring playwriting, acting for the camera, and an evening of original theatrical pieces that will be written and performed for a final examination grade.

COURSE: THEATRE IV Honors
OPEN TO: Grades 12
PREREQUISITE: Theatre III or instructor approval
CREDITS: 5 Credits

The Theatre IV Honors course provides students with an opportunity at the most advanced levels to prepare an "acting portfolio for professional, college, or conservatory auditions, as appropriate to the needs of the individual student." The initial portion of the course develops that portfolio in time for scheduled auditions, including a stretch monologue,

period piece(s), and contemporary monologue(s). Theatre IV students will also take an in-depth look into contemporary playwrights and their literary works while continuing to master the craft of performance. Students will also be exploring playwriting, acting for the camera, and an evening of original theatrical pieces that will be written and performed for a final examination grade.

In addition, honors students will be responsible for coordinating the film and theatre club activities, meeting, and presentations. Students will also be required to create improvisational exercises for Theatre I and Theatre II classes. A final project with emphasis on contemporary plays and playwrights of the twentieth century must be presented to the class by each student.

TECHNICAL THEATRE

COURSE: TECHNICAL THEATRE
OPEN TO: Grades 9 - 12
PREREQUISITE: None
CREDITS: 5 Credits

This is a project based, reading comprehension course on the elements of scenery, lighting, sound, stage management, costumes/makeup and directors for the theatre. Stage lighting, sound techniques and equipment are explored. Stage organization and management is utilized in collaborative projects. There are lectures and PowerPoint on various aspects of technical theatre, theatrical history, and its practitioners.

Ultimately, technical theatre students who demonstrate learned proficiency skills are certified by the instructor to operate auditorium equipment for plays, concerts, and events involving agencies who rent the auditorium space. Students can volunteer to work on the tech crew for school productions for extra credit. Projects are 50% of the grade earned in this course with the emphasis on theatrical literacy and terminology.

COURSE: ADVANCED TECHNICAL THEATRE Honors
OPEN TO: Grades 10 - 12
PREREQUISITE: Technical Theatre or instructor approval.
CREDITS: 5 credits

This is a project based, reading comprehension course on the elements of scenery, lighting, sound, stage management, costumes/makeup and directors for the theatre. Stage lighting, sound techniques and equipment are explored. Stage organization and management is utilized in collaborative projects. There are lectures and PowerPoint on various aspects of technical theatre, theatrical history, and its practitioners. Ultimately, technical theatre students who demonstrate learned proficiency skills are certified by the instructor to operate auditorium equipment for plays, concerts, and events involving agencies who rent the auditorium space. Students can volunteer to work on the tech crew for school productions for extra credit. Projects and practicum are 50% of the grade earned in this course with the emphasis on theatrical literacy and terminology.

Students will maintain a detailed journal that includes research and critical analysis of performances and designs. Students will also research, design, and produce technical theatre elements, which can include set ground plans, set models, lighting design drafting, lighting design realization, sound effect production, stage management production books, and costume construction.

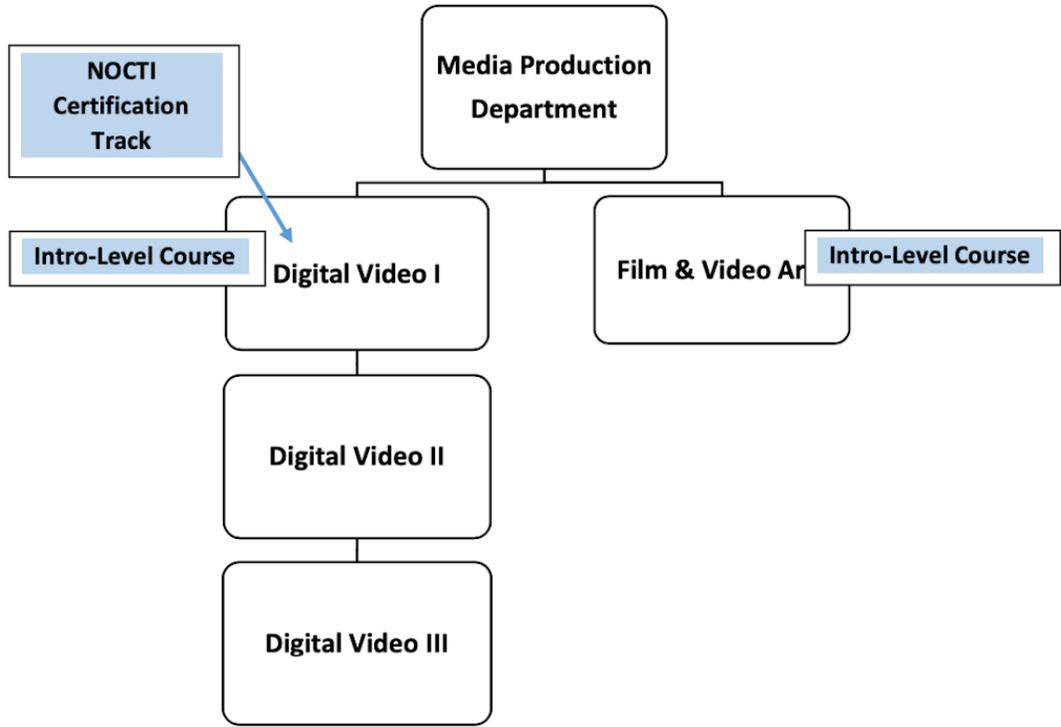
COURSE: ADVANCED ARTS SEMINAR Honors
OPEN TO: Grades 10 - 12
PREREQUISITE: None
CREDIT: 5 Credits

Advanced Arts Seminar Honors is a multi-disciplined course for sophomores, juniors, and seniors, designed to develop the student's knowledge of the broad history of all of the arts. While interacting with the great masters, innovators, rebels and collaborators in any of the fields, the arts student is encouraged to reflect on their own process, develop their own work, provide inspiration to their fellow students and discuss process and collaborate on projects.

MEDIA PRODUCTION (PENDING BOARD APPROVAL)

**PENDING BOARD
APPROVAL**

Suggested Sequence: Media Production



Grade	Media Production Course Offerings
Grade 9 Incoming Ninth	<ul style="list-style-type: none"> • Digital Video I • Film & Video Arts
Grade 10 Incoming Sophomores	<ul style="list-style-type: none"> • Digital Video I • Digital Video II: Completed Digital Video I prerequisite OR with instructor approval. (See Course Guide) • Film & Video Arts
Grade 11 Incoming Juniors	<ul style="list-style-type: none"> • Digital Video I • Digital Video II: Completed Digital Video I prerequisite OR with instructor approval. (See Course Guide) • Digital Video III: Completed Digital Video II prerequisite OR with instructor approval. (See Course Guide) • Film & Video Arts
Grade 12 Incoming Seniors	<ul style="list-style-type: none"> • Digital Video I • Digital Video II: Completed Digital Video I prerequisite OR with instructor approval. (See Course Guide) • Digital Video III: Completed Digital Video II prerequisite OR with instructor approval. (See Course Guide) • Film & Video Arts

COURSE: DIGITAL VIDEO I
OPEN TO: Grades 9 - 12
CREDIT: 5 Credits

This is a project-based class that provides the introductory technical and practical experience needed to create film, video, and new media projects. Through lectures, demonstrations, and practical projects, students will learn camera, lighting, sound, and editing techniques. Students will learn the foundational aesthetic conventions used in media production and the historical, social, and cultural impact of the film and television entertainment industries. Students will also explore the three stages of project creation: Pro-production, Production, and Post-production. This is the first of our 3-course Digital Video Production sequence leading to a capstone production and Professional Certification.

COURSE: DIGITAL VIDEO II
OPEN TO: Grades 10 - 12
PREREQUISITE: DIGITAL VIDEO I or Instructor approval
CREDIT: 5 Credits

This is an intermediate-level course that gives students project-based opportunities to produce media within various genres, including short fiction films, short form documentaries, video ads, immersive video, social media, video for live multi-media events, and experimental video art. Through lectures, demonstrations, and practical projects, students will learn professional (or “more advanced”) camera, lighting, sound, and editing techniques. Authentic learning experiences will include collaborative production projects and explorations of career opportunities in professional video production. This is the second of our 3-course Digital Video Production sequence leading to a capstone production and Professional Certification.

COURSE: DIGITAL VIDEO III
OPEN TO: Grades 11-12
PREREQUISITE: DIGITAL VIDEO II or Instructor approval
CREDIT: 5 Credits
OTHER: N.O.C.T.I. Certification

This capstone class provides practical production and job readiness opportunities for students who consider either careers or advanced studies in film or video production. Students will create a minimum of one portfolio-quality capstone project to submit to student film festivals, work with professional industry partners to develop a resume, media portfolio, and an artistic statement to pursue higher education studies or careers. In addition, students will prepare for the end-of-program skills assessment test in Digital Video Production (NOCTI) providing industry-recognized credentialing. This is the third of our 3-course Digital Video Production sequence leading to a capstone production and Professional Certification.

COURSE: FILM & VIDEO ARTS
OPEN TO: Grades 11 - 12
CREDIT: 5 Credits

A one-year introductory course in film & video arts for juniors and seniors. Through lectures, screenings, and production projects, students will learn historic, cultural, creative, and technical aspects of film and video arts. Students will learn the fundamentals of video production and explore the role of video for personal, professional, and artistic purposes.

PHYSICAL EDUCATION / HEALTH / DRIVER'S EDUCATION

COURSE: PHYSICAL EDUCATION

OPEN TO: Grades 9 - 12

CREDITS: 3.75 credits for physical education (per year)

Physical education courses are designed to promote physical fitness and skill development in team and individual sports and activities. Broad ranges of activities are provided to meet students' needs and interests. Students will acquire the knowledge and skills of what is most essential to become individuals who possess physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

COURSE: HEALTH EDUCATION

(Offered as a period 0 course for credit recovery)

OPEN TO: Grades 9, 11, 12

CREDITS: 1.25 credits for health education (per year)

The Health Education course is required of all 9th, 11th and 12th grade students as a graduation requirement. The units of study involve investigation of the human being as a social and physical entity with its focus on personal "wellness." Students develop personal knowledge and skills to ensure safety consciousness. They learn about current social problems and their relation to healthful living. Students develop an understanding of the importance of nutrition to personal well-being. In addition, alcohol, anabolic steroids and other substance awareness education is provided. Students explore many facets of human sexuality and human behavior and work to develop an understanding of mental health as it relates to the total health of an individual.

COURSE: DRIVER EDUCATION THEORY

(Offered as a period 0 course for credit recovery)

OPEN TO: Grade 10

CREDIT: 1.25 credits for driver education (per year)

OTHER: Grade 10

This classroom course in driver theory is **required of all sophomores**. Students acquire knowledge of rules and regulations of the road, legal and moral responsibilities, the functions of automotive mechanisms, and a philosophy that will help them to become better, safer drivers. Special attention will be paid to drug and alcohol abuse as related to teenage drivers, and information on the state's D.U.I. laws will be provided. This course replaces Health Education for grade 10 students.

COURSE	CREDITS NEEDED	GRADE 9 COURSE	CR	GRADE 10 COURSE	CR	GRADE 11 COURSE	CR	GRADE 12 COURSE	CR	TOTAL CREDITS EARNED
English	20									
Mathematics	20									
Physical Education, Health, Driver's Ed	20									
Global History, American History I, American History II	15									
Science	15									
World Language	5									
Visual and Performing Arts	5									
21st Century Life and Careers	5									
Financial Literacy	2.5									
Electives	32.5									
TOTAL	140									

