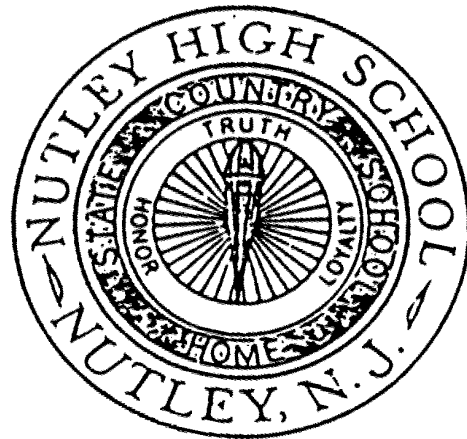


Program of Studies



2012-2013

Nutley High School

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Ciro Violante

K-12 Coordinator of Business, Career and Technical
Education and Creative/Visual Arts

K-12 Coordinator of Language Arts

K-12 Coordinator of Mathematics

K-12 Coordinator of Music

K-12 Coordinator of Science

K-12 Coordinator of Social Studies

Interim K-12 Coordinator of World Languages and
ESL/Bilingual

Nutley High School Mission Statement

The mission of Nutley High School is to enable students to develop their potential in a secure environment of mutual respect. The school endeavors to collaborate with the community to provide for the unique needs, talents, and aspirations of a diverse student population. A comprehensive curriculum aims to stimulate the maximum intellectual, social, and moral growth of the individual. Nutley High School encourages students to evolve into critical thinkers, lifelong learners, and responsible citizens in a technological, multicultural society.

Belief Statements

At Nutley High School we value:

- A learning atmosphere that fosters creativity, individuality, hard work, and persistence and that is secure, orderly, and healthy;
- A curriculum that develops potential through a solid foundation of core subjects, challenging experiences, and innovative teaching;
- A social atmosphere that encourages respect and empathy for others, tolerance for diversity, responsibility for one's actions, and service to the community;
- A school community that encompasses loyal and supportive administrators, faculty, staff, and students.

The Nutley School District will not discriminate on the basis of race, color, religion, national origin, ancestry, age, political affiliation, sex, armed forces liability, physical handicap, or social or economic status in its educational programs or activities and employment policies as required by Title IX of the Educational Amendments of 1972 and NJAC 6:4-1.1 et. seq.

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Introduction

This catalog is a valuable reference manual for students, parents, and school personnel actively involved in curriculum planning at Nutley High School. It is a complete guide to the possible course offerings at Nutley High School. Each department has described its specific course offerings, highlighting the chief components of each course.

Please understand that final decisions regarding the actual offering of any particular course for the 2012-13 school year will be dependent upon enrollment and budget constraints. Therefore, not all classes listed in this catalog are guaranteed to run every school year.

Planning an individual student's high school program of studies demands a cooperative effort between home and school. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes. The courses at Nutley High School provide students with many opportunities to meet their educational needs. Beyond state, district, college, and career requirements, students are encouraged to select courses that will be academically stimulating and personally enriching. In selecting particular courses, the following criteria should be considered.

Does the course:

- a. Meet the high school graduation requirements?
- b. Provide an outlet for interests in specific subject areas?
- c. Reflect a significant proficiency level?
- d. Provide a background for post high school plans leading to career options?
- e. Meet general college entrance requirements?
- f. Meet college entrance requirements specific to schools in which the student is interested?

Please note the following when planning your program:

- a. Make sound preliminary choices. Initial low enrollment totals may lead to the cancellation of a course thus decreasing the options for change once the master schedule is complete.
- b. Choose courses not teachers. ***Students and parents should not make the mistake of choosing or refusing a course based on their perception of a particular instructor.*** Each choice should be based on the merits of the course content and its value to the student's specific needs. Please understand that requests for schedule adjustments based on the issue of personnel will not be honored.
- c. Discuss specific subject area choices with teachers and/or department coordinators who can share valuable insight into the nature of specific courses.
- d. When planning course level placement, consider taking the most challenging course load that you can handle without creating an undue burden. Any inquiries regarding scheduling should first be directed to the student's guidance counselor.

Counseling and Guidance Services

The programs that individuals pursue in high school should reflect their aspirations, aptitudes, and achievements. Because individuals differ, programs too, must differ. Since post-high school requirements for employment, college or vocational technical training are constantly changing, students must frequently reevaluate themselves in terms of their immediate and long-range goals.

Parents/guardians are expected to assist the student in the development of a curriculum plan. They should monitor the student's performance and progress. Guidance counselors are resources to both students and parents or guardians in the development and monitoring of educational programs and are available for consultation. Additionally, guidance counselors conduct individual conferences and group lessons to help students with educational planning.

Students who are having severe difficulty in reading, mathematics, and/or writing may receive supplemental instruction upon the recommendation of the department coordinator and/or the evaluation and approval of the Special Services Director. Parents or students may initiate this service by contacting the appropriate department coordinator, guidance counselor, or Child Study Team case manager.

Guidance Staff: Donna Cocco, Mary Fran Fallucca, Katherine Mitchell, Carrie-Anne Papa, Sherrie Tolve

Child Study Team: Susan Furnari, Toni Safonte, Michelle Yasso

Student Assistance Counselor: Lisa Cassilli

Transition Coordinator: Sharon Romaglia

Routes for Obtaining a State Endorsed High School Diploma

1. Traditional Route – Fulfill 120 credits in four years.
2. Traditional Route, Early Graduation Option – Fulfill the traditional 120-credit graduation requirement in three years rather than four.
3. Traditional Route, Early Departure Option – Withdraw from high school early if accepted into college without a high school diploma. Students could then apply college credits back in order to fulfill the traditional 120-credit requirement. The diploma would be awarded after official transcripts from the college are received and verified by the Director of Guidance and Principal, if certification is required.

Graduation Requirements

In order for a student to graduate and receive a high school diploma from Nutley High School, he or she must:

- Pass the High School Proficiency Assessment (HSPA); and
- Earn a minimum of 120 credits through a traditional or Option ii program.

Traditional 120-Credit Program

Earn a minimum of 120 credits by successful completion of the prescribed courses listed on the Graduation Requirements Chart. Every Nutley High School student should be scheduled for a minimum of 30 credits per year. It is recommended that each student takes 35 credits each year.

Each full-year course that meets routinely for one non-extended class period shall yield five (5) credits. Half-year courses that meet routinely for one non-extended class period shall yield two and a half (2.5) credits. Physical Education courses that meet routinely for one class period for three marking periods shall yield three and three-quarter (3.75) credits and quarter courses meeting routinely for one class period shall yield one and one-quarter (1.25) credits. Courses meeting for extended periods, a portion of a year, or a portion of a week shall be prorated. For example, a lab course shall be awarded one (1) additional credit if that class routinely meets an additional class period per week.

Option ii Program

The 120-credit requirement may be met in whole or in part through program completion of the Option ii program.

The January 2004 amendment to NJAC 6A:8-5.1(a)1 clarifies that the Board of Education, in developing their graduation requirements, may use a combination of options rather than limiting themselves to only one. Under Option ii, the Board of Education may utilize performance or competency assessment to approve student completion of programs aimed at meeting or exceeding the Core Curriculum Content Standards at the secondary level, including those occurring all or in part prior to a student's high school enrollment. Activities and programs developed in accordance with Option ii shall include appropriate assessments that ensure student achievements meet or exceed the Core Curriculum Content Standards.

Note: Minimum graduation requirements, as prescribed in NJAC 6A:8-5.1, do not equate to college admission requirements.

Students may begin taking high school level courses through the Option ii process upon graduation from grade 8. These courses may be used to meet prerequisites or advancement in a particular subject area.

Graduation Requirements Chart

Subject Area	Required Credits
English ¹	At least 20 credits

Social Studies ² US History World History	At least 10 credits for US History At least 5 credits for World History
Mathematics ³	At least 15 credits
Science ⁴	At least 15 credits
World Languages ⁵	At least 5 credits
Physical Education, Health and Safety ⁶	At least 5 credits for each year of enrollment
Visual and Performing Arts ⁷	At least 5 credits
21st Century Life and Careers Education ⁸ (Practical Arts)	At least 5 credits
Financial Literacy ⁹	At least 2.5 credits
Computer Applications ¹⁰	At least 5 credits or At least 2.5 credits
Total Minimum Credits Required	120

¹ **English:** Twenty (20) credits including:
Grade 9 – English I or I Honors
Grade 10 – English II or II Honors
Grade 11 – English III, III Honors, or AP
Grade 12 – English IV, IV Honors, or Humanities/English IV AP

² **Social Studies:** Fifteen (15) credits including satisfaction of NJSA 18A:35-1 and 2; five (5) credits in World History; ten (10) credits in US History, and the integration of civics, economics, geography, and global content in all course offerings.

³ **Mathematics:** Fifteen (15) credits including at least five (5) credits in Algebra I, five (5) additional credits in Geometry beginning with the Class of 2014, and an additional five (5) credits in a math course which builds upon Algebra I and Geometry beginning with the class of 2016.

⁴ **Science:** Fifteen (15) credits including at least five (5) credits in laboratory biology/life science or the content equivalent, at least five (5) additional credits in a laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics beginning with the class of 2014, and at least five (5) additional credits in a lab/inquiry-based science course beginning with the class of 2016.

⁵ **Physical Education, Health and Safety:** This includes driver education theory and family life education. Students with an authorized reason may be excused from the physical activity part of the regular program and will be assigned an alternative activity. Physical Education and Health courses are required by the State of New Jersey and must be passed each year. If a student fails Physical Education and/or Health for the year, he or she is strongly encouraged to take and pass the course in summer school.

⁶ **Visual and Performing Arts:** This includes all courses in the Visual Arts and Music Departments with the exception of Digital Photography II.

⁷ **21st Century Life and Careers:** All courses in the Business Department as well as the Career and Technical Education Department count with the exception of Financial Literacy (see 9 below).

⁸ **World Language:** All students will fulfill the one-year world language requirement. Limited English Proficient (LEP) students who take an additional English or English as a Second Language (ESL) class may use that second English class to fulfill the requirement.

⁹ **Financial Literacy:** Beginning with the Class of 2014.

¹⁰ **Computer Applications:** The five (5) credit requirement ends with the class of 2013 and the two and a half (2.5) credit requirement begins with the Class of 2014.

Advanced Placement (AP) Program

AP courses are offered in English Language, English Literature, Studio Art: Drawing, 2D, and 3D, Calculus AB, Calculus BC, Statistics, Biology, Chemistry, Physics, Environmental Science, U.S. History, American Government and Politics, Human Geography, Macroeconomics, French Language, Italian Language, Spanish Language, and Latin.

AP courses are college level courses offered in high school for students interested in pursuing a thorough, comprehensive program of study and research. These are courses in which the College Board determines the curriculum. All students wishing to enroll in an AP course must complete an AP Recommendation Form and complete any outlined prerequisites and/or assessment requirements for the particular content area.

Students scheduled for AP courses are expected to take the AP examinations in May. Students who sit for the AP exam will be exempt from the Nutley High School final exam. Any student who does not sit for the AP exam will be required to take the Nutley High School final exam for that course. The grade on the final exam will count as 1/9 of the final grade for the course.

If a student receives a 3, 4, or 5 on the AP exam it might be possible to:

1. Receive college credit for that particular AP course.
2. Be granted an exemption by the college or university from beginning courses.
3. Gain tuition savings – up to a year of credit may be given to students with qualifying grades.
4. Have time to explore undergraduate subject areas that the student would not otherwise be able to study.
5. Gain eligibility for honors and other special programs open to students who have received AP recognition.

The score reported on the AP examination as well as each college's AP policy, determine how the above benefits apply. For a current list of college AP policies, refer to <http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp>.

Scheduling Parameters

Course Levels

Initial course level placement will be based on teacher recommendation, demonstrated competency within the discipline, and successful completion of prerequisite courses. Students and their parents or guardians wishing to change the recommended placement must complete a Course Selection Override Request within the time frame established at the scheduling meeting. An override in a mathematics course will require successful completion of an assessment.

Level Changes

The deadline for level changes in a full year course is the end of the first marking period or before 30 calendar days for transfer students. It is recommended that all level changes be made in consultation with the counselor, teacher, department coordinator, and parent(s). There must be an open seat in the requested course in order for the change to be made. Maintaining acceptable class size will be a priority.

In addition, the student is responsible for missed work. Grades follow the student when he or she makes a level change, with due consideration given to the weight of that grade.

Course Changes

There must be an open seat in the requested course in order for the drop/add to be initiated. No new elective additions may be made after September 30 or after thirty (30) calendar days for transfer students.

Course Withdrawals

Students may elect to withdraw from a course within the timeline listed below:

- Year courses – No later than February 1.
- Semester courses – No later than the last day of the 1st or 3rd marking periods.

Effect of Withdrawal on Permanent Record

1. A student who elects to withdraw from a year course within the first 30 calendar days of the school year is to be removed from the class roster. No record of this withdrawal shall appear on the student's permanent transcript.
2. A student who elects to withdraw from a year course anytime after the first 30 calendar days of the school year is to be removed from the class roster. A record of withdraw passing (WP) or withdraw failing (WF) is to be maintained throughout the remainder of the year and recorded on the student's permanent transcript.
3. A student who elects to withdraw from a fall semester course within the first 15 days of the marking period is to be removed from the class roster. No record of this withdrawal shall appear on the student's permanent transcript. After this date a record of WP or WF is to be maintained throughout the remainder of the year and recorded on the student's permanent transcript.

4. A student who elects to withdraw from a spring semester course within the first 15 days of the marking period is to be removed from the class roster. No record of this withdrawal shall appear on the student's permanent transcript. After this date a record of WP or WF is to be maintained throughout the remainder of the year and recorded on the student's permanent transcript.
5. Students who withdraw from a class may not audit that same class.

Audits

Students may choose to audit a class for the purpose of enrichment or to repeat a course that is a prerequisite for another course. The audit agreement is made between the student and teacher once the semester has begun but no later than the end of the third week. Teachers are not required to accept auditors. Acceptance is based on enrollment only and if seats are available. If an audit agreement is made, teachers are not required to evaluate student work or progress. Students who withdraw from a class may not audit that same class.

Students who audit a course are expected to follow all classroom rules, procedures, attendance requirements, and the course syllabus. Failure to comply will result in removal from the course. The course audit, when completed, will appear on the permanent record but no credit will be issued. Audited courses do not fulfill graduation requirements. A record of AU will appear on the student's transcript.

Students having already completed an academic grade level from out-of-district and moving into the school district prior to the completion of that same school year will be placed in classes as an auditing student.

Dual Enrollment Programs

Nutley High School offers dual enrollment programs with Fairleigh Dickinson University, Rider University, Seton Hall University, and the University of Medicine and Dentistry of New Jersey. These programs afford students the opportunity to earn academic college credit while attending high school. Please contact the Guidance Department for more information.

Grading Parameters

Grade Level Promotion Requirements

In order for students to be promoted to the next grade level, they must have successfully completed a required amount of credits during the school year (September through August). These minimums coincide with athletic and extra-curricular eligibility requirements.

9 th to 10 th grade:	30 Credits
10 th to 11 th grade:	60 Credits
11 th to 12 th grade:	90 Credits

This is for graduation and eligibility tracking purposes only. It will not affect the student's ability to participate in grade-level determined social activities.

Course Weighting

There are two levels of course weightings utilized for the purpose of calculating grade point average.

1. Unweighted Courses
Any course not designated Advanced Placement (AP) or Honors (H)
2. Weighted Courses
Includes Advanced Placement (AP) and Honors (H) courses

Each student will have an unweighted and weighted grade point average which will be calculated each marking period. Unweighted grade point average (GPA) is based on a scale beginning with 0.0 and having a ceiling of 4.0. Weighted grade point average (WGPA) is based on a scale beginning with 0.0 and having a ceiling of 4.5. All graded (non-pass/fail) courses are used in the calculation of GPA and WGPA. A student's cumulative GPA and WGPA are tabulated and posted on the transcript at the conclusion of each school year and on quarterly report cards.

Numeric Equivalent

		UNWEIGHTED	WEIGHTED
Grade	Grading Scale	Standard	AP/H
A	94 – 100	4.0	4.5
A-	90 – 93	3.7	4.2
B+	87 – 89	3.3	3.8
B	83 – 86	3.0	3.5
B-	80 – 82	2.7	3.2
C+	77 – 79	2.3	2.8
C	73 – 76	2.0	2.5
C-	70 – 72	1.7	2.2
D+	67 – 69	1.3	1.8
D	60 – 66	1.0	1.5
F	Below 60	0.0	0.0

Steps for Determining GPA and WGPA

1. For each graded (non-pass/fail) course the student completes, multiply the GPA value of the letter grade received times the number of credits earned to determine the number of quality points awarded. When calculating WGPA for AP and Honors courses grade point equivalents increase by 0.50 prior to multiplication by credits earned.
2. Divide the quality point total by the total number of credits attempted. This will yield the grade point average. The same method is used for calculating GPA and WGPA.

3. For mid-year GPA or WGPA calculation, multiply the GPA value of the current year-to-date average by the prorated number of credits earned to date. (For a five-credit class, 1.25 credits are earned at the end of the first marking period, 2.5 credits are earned at the end of the second marking period, and 3.75 credits are earned at the end of the third marking period.)

GPA for Transfer Students

- All students who are enrolled at Nutley High School by the first day of their fourth or senior year shall have their grade point average calculated.
- With regard to transfer students, Nutley High School shall consider as weighted those courses taken at other schools when the corresponding Nutley High School course is weighted or would be weighted, if offered.

Process for Resolving Incomplete Grades

1. A grade of Incomplete (I) will be given only when there is just cause, *e.g.*, work missing due to absence or illness. Otherwise, students are expected to submit work on time. While it is permissible to accept work that is late, students are expected to complete all work prior to the end of the marking period.
2. Unless there are extenuating circumstances, students are expected to resolve incompletes no later than ten (10) school days after the close of the marking period. Unresolved incompletes will be automatically turned into the earned grade after ten (10) days. If an extension is sought, a request must go through the department coordinator.

Rank in Class

At Nutley High School we create an environment that is academically rigorous. The majority of our students meet that challenge by earning exemplary grades. We believe that rank in class unnecessarily increases competition and that our students' levels of achievement are not equitably or fully communicated by this single transcript statistic. Nutley School District policy therefore precludes the reporting of rank in class.

Academic Awards

Honor Roll

To qualify for the honor roll, a student must earn no less than a B- in all subjects.

High Honor Roll

To qualify for the honor roll, a student must earn no less than an A- in all subjects.

High Honors and Honors

Honors and High Honors are awarded at graduation in business, career and technical education, English, mathematics, music, science, social studies, world languages, and visual arts. To qualify for high honors a student must complete four years of study in a specific discipline and receive no less than an A- for a final grade. If additional courses are taken in the same discipline, the final grade must be no lower than a B-.

To graduate with honors a student must complete four years of study in a specific area and achieve a final grade of no less than a B-. If additional courses are taken, a minimum of a B- must be achieved.

National Honor Society

The National Honor Society promotes recognition for students who demonstrate outstanding achievement in the areas of scholarship, character, leadership, and service. In order to qualify, students must attain a WGPA of 3.7 and participate in school service as well as community service activities. Students must participate in at least six (6) school service activities by the middle of their junior year or eight (8) school service activities by the middle of their senior year. Students are also expected to complete twenty-four (24) hours of community service by March of the junior year or thirty-two (32) hours of community service by March for senior year induction. Induction into this organization takes place in the spring.

National World Languages Honor Society

The National World Languages Honor Society promotes recognition for students who demonstrate proficiency of Intermediate-Mid of the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines in French, Italian, Latin, or Spanish. To qualify, a student must be enrolled in the third year of a language and earn at least a 3.7 final average in all courses taken in the language. In addition, a student must achieve a minimum overall GPA of 3.3.

Student Assessments

1. To identify students at risk of scoring partially proficient on the Grade 11 High School Proficiency Assessment (HSPA), the district has developed two levels of standardized assessments for underclassmen, the Pre-High School Proficiency Assessment (PHSPA) 9 and 10. Students with scores that reflect partial proficiency in language arts or mathematics will be enrolled in a Strategies course in one or both subjects to receive preventive remediation in preparation for the Grade 11 HSPA.
2. All Nutley High School students must take the HSPA. The HSPA assesses a student's ability in an array of subject areas. Students must pass this test in order to receive a high school diploma. The HSPA will be administered to all 11th grade students each spring. Students with scores that reflect partial proficiency in language arts or mathematics will be enrolled in a LAL Strategies – ASHA 12 or Mathematics Strategies 12 to receive remediation and be eligible for graduation.

3. In addition to state and district mandated assessments; other evaluations are used to determine student proficiency in core curriculum content areas. These assessments may identify students who are not yet proficient in designated curricular areas. Also, the use of multiple indicators of a student's performance validates the student's need for additional assistance.
4. All Nutley High School students enrolled in a course designed to complete the content of Biology are required to take the New Jersey Biology Competency Test (NJBCT). At this time, the State is reviewing the possibility of the biology test becoming a graduation requirement. Pending State notification, students may need to be proficient on the exam to graduate.
5. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), co-sponsored by the College Board and the National Merit Scholarship Corporation, is an important first step towards college. Test results and their accompanying analysis are valuable tools that can help prepare students for the SAT® and education opportunities beyond high school.
 - Nutley High School will offer the PSAT/NMSQT examination on Saturday, October 20th, 2012. Students must register for the test using the on-line form available at www.nutleyschools.org between June 1 and September 30, 2012. Students that register after this deadline will be placed on a stand-by list, which does not guarantee a test booklet/seat for the exam. There is a \$20.00 non-refundable fee for all students. Scores are usually returned mid-December. For more information, please visit <http://professionals.collegeboard.com/testing/psat/about>.
6. Standardized college admissions testing is recommended for students wishing to pursue a post secondary education. The College Board and American College Testing (ACT) offer national testing programs from September through June. Nutley High School offers the Scholastic Aptitude Test (SAT), SAT Subject Tests, and ACT on site. For information about SAT testing dates and locations, go to <http://www.collegeboard.com/>. Information about ACT test centers and dates can be found at www.actstudent.org.

Final Assessments

All students are required to take final exams. The exam grade counts as 1/9 of the final average. Students who sit for the AP exams will be exempt from the Nutley High School final exam. Students enrolled in AP courses who choose not to sit for the AP exam must take the course final exam.

Communication

Student Progress

Mid-marking period progress reports and an end of the marking period report cards will be provided electronically. Progress reports and report cards are mailed home to those families who do not have email access. Telephone and in-person conferences are available upon request. Teachers encourage communication as necessary throughout the school year.

NAVIANCE Family Connection

This program offers a number of innovative, easy-to-use, web applications for high school students and their parents to assist with a variety of tasks such as college research, college planning, college application process, teacher recommendation requests, career planning and exploration, resume building, goal-setting, and communication between school and home.

Access to NAVIANCE/Family Connection

- Go to <http://connection.naviance.com/nutleyhs> or use the link found at www.nutleyschools.org.
- Sign in with your registered e-mail and your password.
*If you forgot your password, click on the “Forgot Your Password” link.

If you do not have a Naviance account, contact your guidance counselor to set one up.

Review of Credit – Summer School

Any student who receives an F in a course taken during the regular school year receives zero (0) credits towards graduation for that course. Students who need the course, or want to earn the credits lost by failing a course during the regular school year, may opt to:

- a. Repeat the course during a future regular school year.
- b. Enroll in a summer school program approved by Nutley High School.

Information about summer school will be posted on the district website as it becomes available and through the guidance office.

Credit may be earned in the summer for a maximum of two courses. If there are extenuating circumstances and a cogent case can be made by a parent or guardian to the Director of Guidance, a third course may be taken for credit only with the approval of the Principal. A student must be enrolled for a minimum of 60 hours for a five-credit review course (a course originally failed). Review courses require 12 hours per credit. The appropriate credits will be awarded to those who successfully complete the course work. When a subject is repeated in summer school, there will be two final grades reported on the transcript, the summer school grade as well as the Nutley High School grade. The summer school grade will not be used in the GPA calculation.

Please note – A student may not attend summer school for a course in which he or she withdraws and receives a grade of WP or WF during that school year.

Athletic and Extra-Curricular Eligibility

The Board of Education recognizes that the primary responsibility of the school system is to educate all students to the maximum levels possible. Although the academic program has first priority, student activities are an important part of the total learning experience. The Board of Education, therefore, has an obligation to provide an opportunity for students to participate in a full range of activities, while ensuring that the student's academic progress is sufficient to support this participation. School activities are defined as:

- All interscholastic athletic teams

- All non-athletic extra-curricular activities

Any student who wishes to compete in interscholastic sports or extra-curricular activities must meet the minimum credit requirements established by the New Jersey Interscholastic Athletic Association (NJSIAA). Eligibility for activities will be determined on a semester-by-semester basis. Beginning with the Class of 2014, a student must have passed 30 credits in the previous year to be eligible for participation in activities offered in the fall and/or winter. Students who have not attained the required 30 credits at the end of the regular school year may attend an approved summer program in order to gain credits for fall/winter eligibility. To be eligible for activities offered in the spring a student must be passing 15 credits at the conclusion of the first and second marking periods. For full year courses, one half of the full year's credit is allocated to the first semester. (Prior eligibility requirements of 27.5 credits for fall and/or winter and 13.75 credits for spring continue to apply to the Class of 2013.)

College Admission Requirements

Minimum graduation requirements should not be confused with college admission requirements. The general rule of thumb for most four-year colleges is that applicants should have completed a minimum of 16 academic units upon graduation. Normally, one (1) academic unit are considered to be a full year s in college preparatory English, mathematics, science, social studies, and world languages.

Nutley High School courses, which count as academic units, depend upon the discretion of each individual college admissions department. Good grades in quality courses will enhance admission chances.

Admission to colleges and universities varies from easy to extremely competitive. Families should familiarize themselves with the various types of colleges and the degree of difficulty for admission.

Students should begin the planning process when selecting courses for the high school years. The college preparatory curriculum is a four-year course of study; therefore, families should design a four-year plan that is reviewed and revised annually.

Below, please find an example of minimum entrance requirements for a state university. Please note that this is one example of a state school's requirements. New Jersey State high school graduation requirements are more thorough in some areas. Students are encouraged to research specific entrance requirements for the schools in which they are interested in attending.

2012 Entrance Requirements for the School of Arts and Sciences

- **English:** 4 years
- **Foreign Language:** 2 years of one language
- **Mathematics:** 3 years, including algebra I, geometry, algebra II
- **Science:** 2 years
- **Other Courses:** 5 other academic courses
- **Total:** 16 academic courses

2012 Entrance Requirements for the School of Engineering

- **English:** 4 years

- **Foreign Language:** None required
- **Mathematics:** 4 years, including algebra I, geometry, algebra II, pre-calculus
- **Science:** 1 year each of chemistry and physics
- **Other Courses:** 6 other academic courses (computer programming recommended)
- **Total:** 16 academic courses

NAVIANCE College Planner can be used to research colleges, complete and save a comprehensive college search, access links to college websites, and view acceptance history through scattergrams, to name a few.

Please go to <http://connection.naviance.com/nutleyhs> or use the link found at: www.nutleyschools.org.

- Sign in with your registered e-mail and your password.
*If you forgot your password, click on the “Forgot Your Password” link.

If you do not have a NAVIANCE account, contact your guidance counselor to set one up.

Participation in College Athletics

Students intending to participate in NCAA Division I or II college athletics as a freshman must be certified by the NCAA Eligibility Center. Certain academic criteria in high school must be achieved in order to be eligible to participate in college. For a list of Nutley High School approved courses (formerly 48-H), specific requirements, and application, go to: <https://web1.ncaa.org/eligibilitycenter/common/> and click on “Prospective Athletes”. The NCAA now requires all student athletes to register with the eligibility center prior to accepting offers of official college visits. The Nutley High School CEEB code is 311035.

Career Planning

Students planning to enter the world of work immediately after graduation from high school may wish to concentrate on course sequences that provide some vocational preparation. In addition to the courses required for high school graduation, students are encouraged to consider elective course work in areas of interest. All students are encouraged to enroll in the School to Careers program and the Cooperative Work Class and/or Experience.

NAVIANCE Career Planner can be used to research careers, learn more about themselves, link personality type and interests with both career clusters and individual careers, and gain an understanding of the academic preparation required to ensure they are ready to pursue careers in the fields they are interested in, to name a few.

Please go to Go to <http://connection.naviance.com/nutleyhs> or use the link found at www.nutleyschools.org.

- Sign in with your registered e-mail and your password.
*If you forgot your password, click on the “Forgot Your Password” link.

If you do not have a NAVIANCE account, contact your guidance counselor to set one up.

Homebound Instruction

At times, it may be necessary for a student to receive homebound instruction. Homebound instruction will provide the minimum requirements necessary for graduation. AP and honors coursework may not be available to students on homebound instruction.

Cut Procedures

A cut is defined as absenting oneself without permission from scheduled periods, including classes, lunch or activities such as assemblies. Administrative action as it relates to a cut from an assigned instructional or non-instructional period will be addressed as outlined below:

Full Year Course

Offense	Program
1st occurrence	Written parental notification All work missed will result in 0 grade for that day Guidance notification Three-day central detention
2nd occurrence	Parental phone conference required All work missed will result in a 0 grade for that day Guidance intervention One day In-School-Suspension Loss of extra-curricular activities for two weeks (including but not limited to athletic activities, dances, prom, clubs, etc.)
3rd occurrence	Mandatory parent conference All work missed will result in a 0 grade for that day Two days In-School-Suspension Guidance intervention Loss of extra-curricular activities for four weeks (including but not limited to athletic activities, dances, prom, clubs, etc.)
4th occurrence	Mandatory student/parent/administrator conference Three Days In-School-Suspension Loss of extra-curricular activities for remainder of the year (including but not limited to athletic activities, dances, prom, clubs, etc.) The student will be denied credit for the course Notification will be sent by certified mail to the parent/guardian informing them of the student's loss of credit Student will receive a grade of WF for the course

Half Year Course

Offense	Program
1st occurrence	Written parental notification All work missed will result in 0 grade for that day Guidance notification Three-day central detention
2nd occurrence	Mandatory parent conference All work missed will result in a 0 grade for that day Guidance intervention One day In-School-Suspension Loss of extra-curricular activities for two weeks (including, but not limited to, athletic activities, dances, prom, clubs, etc.)
3rd occurrence	Mandatory student/parent/administrator conference Two days In-School-Suspension Loss of extra-curricular activities for remainder of the year (including, but not limited to athletic activities, dances, prom, clubs, etc.) The student will be denied credit for the course Notification will be sent by certified mail to the parent/guardian informing them of the student's loss of credit Student will receive a grade of WF for the course

Semester Course

Offense	Program
1st occurrence	Written parental notification Mandatory parent conference All work missed will result in 0 grade for that day Guidance intervention One day In-School-Suspension
2nd occurrence	Mandatory student/parent/administrator conference Two days In-School-Suspension Loss of extra-curricular activities for remainder of the year (including, but not limited to athletic activities, dances, prom, clubs, etc.) The student will be denied credit for the course Notification will be sent by certified mail to the parent/guardian informing them of the student's loss of credit Student will receive a grade of WF for the course

Honor Code

Nutley High School believes that striving for academic excellence is dependent upon each student's commitment to academic integrity. The pursuit of knowledge is the mission of the school and responsibility of each individual student. The faculty guides the academic growth, while the parents and greater community provide support. To maintain this focus on learning and the tradition of academic excellence at Nutley High School, the students, faculty, parents, and community members must stand in unison demonstrating high regard for learning and the personal academic integrity required for intellectual growth. This culture of learning can only flourish upon a solid foundation of personal and academic integrity, made up of honesty, trust, fairness, respect, and responsibility.

Business Department

Department Description

The 21st Century brings a time of “exploding knowledge”, rapid changes in technology, and a constantly changing worldwide marketplace. These changes require internationally competitive workers that are able to solve real world problems (problem solving skills) and make intelligent connections between problems (critical thinking skills). It is the integration of technology and business that will provide students with the necessary skills to succeed in a rapidly changing world beyond their high school experience.

Students enrolled in Business Education courses will achieve technical competence, understand theory, and be able to apply academic skills in a meaningful way as well as integrate career development into satisfying career choices. Included areas of study, such as Microsoft Office and MLA format, provide essential skills used in the business world as well as for personal use, and are applicable across content in both high school and college.

Required Business Education courses include Computer Applications and Financial Literacy. These courses provide the foundation for a wide variety of course offerings including Advanced Computer Applications, IT Essentials, Business Law, Fundamentals of Web Design, Sports and Entertainment Marketing, and International Business Practice Firm. CISCO I and II and College Prep Accounting are offered at the honors level. We believe that business education programs enhance the rigor and relevance of academic programs by integrating the technical subject matter and professional skills that employers are demanding in the 21st century workplace.

Course Descriptions

Course Title:	Computer Applications	Course Number:	690, 692, 4690
Grade(s):	9-12	Credits:	2.5
Prerequisites:	None	Length:	Half Year

Course Description:
Computer Applications is designed for students who want to enhance their keyboarding skills while using four components of Microsoft Office including Word, Excel, Publisher, and PowerPoint.
This course requires students to understand and apply concepts learned in order to create and format (a) various documents in Word such as flyers and research papers, (b) spreadsheets and charts in Excel including the use of formulas and functions, (c) newsletters and brochures in Publisher, and (d) presentations in PowerPoint.
Students will develop and build skills through participation in hands-on demonstrations and class discussions, completing selected assignments, and utilizing the knowledge and skills attained in the course to complete school-related assignments and on-the-job activities.

Successful completion of this course will be measured through class participation, lab assignments, quizzes, timed writings, and a final exam.

This course will meet five days per week for a semester and can be counted in fulfillment of the two and a half (2.5) credits in Computer Applications required for graduation.

Course Title:	Financial Literacy	Course Number:	691, 693, 4691
Grade(s):	9-12	Credits:	2.5
Prerequisites:	None	Length:	Half Year

Course Description:

Financial Literacy is designed for students who want to attain money management skills and the financial knowledge needed to survive in a 21st Century economy.

This course requires students to understand and apply concepts learned in order to (a) create and maintain monthly budgets, (b) research college costs and evaluate finance options, (c) explore careers, (d) maintain checking and savings accounts, (e) select an appropriate credit card, and (f) research and assess investment options.

Students will develop and build skills through course lectures, class participation, hands-on demonstrations, as well as involvement in individual and group assignments and projects.

Successful completion of this course will be measured through class discussions, lab assignments and projects, group presentations, quizzes, and tests.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state-mandated two and a half (2.5) credits for the financial, economic, business, and entrepreneurial literacy graduation requirement.

Course Title:	Computer Applications Online	Course Number:	694
Grade(s):	9-12	Credits:	2.5
Prerequisites:	Interview with Instructor and Director of Guidance	Length:	Half Year

Course Description:

Computer Applications Online is designed for students who want to enhance their keyboarding skills while using the four components of Microsoft Office including Word, Excel, Publisher, and PowerPoint. Students will also be exposed to the online environment by accessing the Moodle course site for discussion board and blog activities as well as weekly assignments.

This course requires students to understand and apply concepts learned in order to create and format (a) various documents in Word such as flyers and research papers, (b) spreadsheets and charts in Excel including the use of formulas and functions, (c) newsletters and brochures in Publisher, and (d) presentations in PowerPoint.

Students will develop and build skills through participation in hands-on demonstrations and class discussions, completing selected assignments, and utilizing the knowledge and skills attained in the course to complete school related assignment and on-the-job activities. Additionally, students will be required to submit weekly assignments via e-mail as per the outlined schedule.

Successful completion of this course will be measured through class participation, lab assignments and projects, quizzes, timed writings, and a final exam.

This course will meet 5 days per week for 4 weeks at the beginning of the first marking period, and then on days designated by the instructor throughout the semester. This course can be counted in fulfillment of the two and a half (2.5) credits in Computer Applications required for graduation.

Course Title:	Financial Literacy Online	Course Number:	695
Grade(s):	9-12	Credits:	2.5
Prerequisites:	Interview with Instructor and Director of Guidance	Length:	Half Year

Course Description:

Financial Literacy Online is designed for students who want to attain money management skills and the financial knowledge needed to survive in a 21st Century economy. Students will also be exposed to the online environment by accessing the Moodle course site for discussion board and blog activities as well as weekly assignments.

This course requires students to understand and apply concepts learned in order to (a) create and maintain monthly budgets, (b) research college costs and evaluate finance options, (c) explore careers, (d) maintain checking and savings accounts, (e) select an appropriate credit card, and (f) research and assess investment options.

Students will develop and build skills through course lectures, class participation, hands-on demonstrations, as well as involvement in individual and group assignments and projects. Additionally, students will be required to submit weekly assignments via e-mail in a timely manner.

Successful completion of this course will be measured through class discussions, lab assignments and projects, group presentations, quizzes, and tests.

This course will meet on days designated by the instructor throughout the semester, and can be counted in fulfillment of the state-mandated two and a half (2.5) credit financial, economic, business, and entrepreneurial literacy graduation requirement.

Course Title:	Advanced Computer Applications	Course Number:	652
Grade(s):	10-12	Credits:	5
Prerequisites:	Computer Applications	Length:	Full Year

Course Description:

Advanced Computer Applications is designed for students who want to expand their skill and knowledge of technology and computer software programs utilized in the business world with an emphasis on becoming more media literate.

This course requires students to master advanced applications of Microsoft Word, Excel, PowerPoint, and Publisher, as well as introduce Microsoft Access, web page design and desktop publishing tools. Students will learn how text, layout, and graphics work together to communicate messages.

Students will develop and build skills through the application of course content using hands-on demonstrations, classroom discussions, research of industry applications, and group and individual short-term and long-term projects.

Successful completion of this course will be measured through project-based applications, quizzes, tests, lab work assignments, and class participation.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	International Business Practice Firm	Course Number:	631
Grade(s):	11-12	Credits:	5
Prerequisites:	Computer Applications	Length:	Full Year

Course Description:

International Business Practice Firm is designed for students who want to develop the necessary skills to conduct a business using state-of-the-art technology including business equipment, computers, and telecommunication devices.

This course requires students to set up a cyber business, designed to function like an actual business. Linked by technology, each company conducts all operations necessary to run a business including accounting, marketing, purchasing, web design, and human resources while cooperating with other business practice firms domestically and internationally.

Students will develop and build business skills by working with other business practice firms. Written and oral communication, critical thinking and problem solving strategies, and teamwork are all integral skills needed to be able to make decisions relating to the overall operation, growth, and success of the business. The culminating event is the students' participation in a trade show in New York City. Students design and construct a trade booth, purchase promotional items for customers, and use their excellent selling techniques to produce significant sales for their business.

Successful completion of this course will be measured by completing everyday tasks necessary for each department – accounting, purchasing, marketing, web design, and human resources.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Business Law	Course Number:	620
Grade(s):	11-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:
 Business Law is designed for students who want to explore the legal world focusing on civil, contract, and criminal law. This course provides an insightful analysis of the many concepts, processes, and terms that are a part of the legal arena.

This course requires students to examine, connect, and apply legal concepts to current cases.

Students will develop and build skills by utilizing a higher level thinking process applicable to the legal issues discussed. Students will reason through these legal issues and apply their legal knowledge to each case. Students will create strategies for cases and apply these strategies in a logical manner.

Successful completion of this course will be measured through tests and quizzes, class participation, small group projects, and homework assignments.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	College Preparatory Accounting Honors	Course Number:	603
Grade(s):	10-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:
 College Preparatory Accounting Honors is designed for students who want to explore the business world through the preparation and analysis of accounting information. This course connects the corporate and business worlds to the function of accounting within those domains.

This course requires students to reason through accounting data and use deductive analysis to arrive at logical business-based conclusions. Elevating the student’s thinking process to the level of a real-world accountant is the focus of the course.

Students will develop and build skills through accounting applications and analysis of financial statements and accounting information. Examining and connecting current events within the context of the accounting function expands the students’ knowledge of accounting and how it

fits into all businesses.

Successful completion of this course will be measured through tests, quizzes, class participation, small group projects, and homework assignments.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation. Students may also acquire three (3) college credits in conjunction with Fairleigh Dickinson University.

Course Title:	Sports and Entertainment Marketing	Course Number:	625
Grade(s):	10-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Sports and Entertainment Marketing is designed for students who want to explore the sports and entertainment world focusing on the business and marketing components while providing insight into an industry that has grown exponentially in recent years.

This course requires students to examine and connect established marketing concepts and terms to current happenings and events in the sports and entertainment arenas while conducting a thorough journey into this industry utilizing marketing and business-based skills.

Students will develop and build skills through an analysis of the four elements of the marketing mix (product, price, promotion, and distribution) and various marketing theories. Students will link and apply learned concepts to real-life issues in the sports and entertainment industries.

Successful completion of this course will be measured through quizzes, tests, class participation, small group projects, and homework assignments.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Fundamentals of Web Design	Course Number:	655
Grade(s):	10-12	Credits:	5
Prerequisites:	Computer Application	Length:	Full Year

Course Description:

Fundamentals of Web Design is designed for students who want to explore the mechanics of

website creation and management.

This course requires students to understand, apply, and utilize the overall production process surrounding website design. There is an emphasis on site layout, navigation and interactivity.

Students will develop and build skills using html and web authoring software. Students will experience course content by the way of hands-on demonstrations, classroom discussion, individual and group web design projects.

Successful completion of this course will be measured by class participation, lab work, website critiques, quizzes, and tests, and a final portfolio submission.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	IT Essentials	Course Number:	663
Grade(s)	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

IT Essentials is designed for students who want an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level Information and Communication Technology (ICT) professionals.

This course requires students to learn the core competencies in the latest hardware and software technologies. They will explore information security; learn safety and environmental issues and evaluate soft skills for career development. This course prepares students for CompTIA A+ certification.

Students will develop and build skills through a working knowledge of how computers operate, practical application of the skills and procedures needed for hardware and software installations, system upgrades, and troubleshooting techniques, as well as best practices in maintenance and safety.

Successful completion of this course will be measured through quizzes, tests, hands-on activities, and lab-based learning utilizing Cisco Packet Tracer, troubleshooting skills, and installation techniques of computers, peripheral devices, networks and security components.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Cisco I Honors	Course Number:	661
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Grade(s):	10-12	Credits:	5
Prerequisites:	Computer Applications or IT Essentials	Length:	Full Year

Course Description:			
<p>Cisco I Honors provides the experience needed to help meet the growing demand for ICT professionals. The course helps prepare students for entry-level career opportunities, continuing education, and globally recognized Cisco certifications (CCENT™ certification for entry network technicians). Cisco I utilizes industry CCNA Discovery curriculum parts 1 and 2.</p> <p>This course requires students to set up a SOHO (small office home office) network to introduce basic networking concepts such as cabling, IP addressing, wireless, and security. It teaches students how to plan, deploy, and troubleshoot a small network while applying critical thinking and problem solving skills.</p> <p>Students will develop and build skills through a curriculum that offers an engaging learning experience for visual and kinetic learners. Many interactive activities are embedded in the courses to help reinforce student comprehension. Packet Tracer simulation-based learning activities promote the exploration of networking concepts.</p> <p>Successful completion of this course will be measured through quizzes, tests, hands-on activities, and lab-based learning utilizing Cisco Packet Tracer, troubleshooting skills, and installation techniques of computers, peripheral devices, networks and security components.</p> <p>This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.</p>			

Course Title:	Cisco II Honors	Course Number:	662
Grade(s):	10-12	Credits:	5
Prerequisites:	Cisco I Honors	Length:	Full Year

Course Description:			
<p>Cisco II Honors provides the experience needed to help meet the growing demand for ICT professionals. The course helps prepare students for entry-level career opportunities, continuing education, and globally recognized Cisco certifications (CCENT™ certification for entry network technicians). This course is a continuation of Cisco I and utilizes parts 3 and 4 of the CCNA Discovery curriculum.</p> <p>This course requires students to apply critical thinking skills, analyze business objectives, determine technical requirements and constraints, plan timelines and resources, and prepare and deliver customer presentations.</p> <p>Students will build skills through a curriculum that offers an engaging hands-on learning experience using interactive activities to help reinforce student comprehension. Case studies provide critical and strategic thinking scenarios to help students develop soft skills. Packet Tracer simulation-based learning activities promote the exploration of networking concepts.</p>			

Successful completion of this course will be measured through quizzes, tests, hands-on activities, and lab-based learning utilizing Cisco Packet Tracer, troubleshooting skills, and installation techniques of computers, peripheral devices, networks and security components.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Career and Technical Education Department

Department Description

The 21st Century brings a time of “exploding knowledge”, rapid changes in technology, and a constantly changing worldwide marketplace. These changes require internationally competitive workers that are able to solve real problems (problem solving skills), are able to make intelligent connections between problems (critical thinking skills), and are prepared to change or modify career choices due to industry demands.

Technology Education is defined as “problem-based learning utilizing math, science and technology principles” (ITEEA definition). Career and Technical Education (CTE) is designed to expose students to and more fully develop the academic, career, and technical skills. The Career and Technical Education Department offers a comprehensive selection of courses designed for students interested in the ever-changing world of technology. Course offerings help students become lifelong learners and introduce them to:

- Academic subject matter taught with relevance to the real world.
- Employability skills, from job-related skills to workplace ethics.
- Education pathways that help students explore interests and careers in the process of progressing through school.

Students are encouraged to participate in these courses within the Career and Technical Education Department that incorporate hands on exploration of traditional, historical, and current technological skills and techniques. Courses are varied and include pathways in the area of Woodworking, Metalworking, Electricity/Electronics, Design and Architecture, Culinary Arts, and Radio/TV Broadcast Technology. We also offer the students the opportunity to experience workplace readiness and receive on-the-job training through the Cooperative Education Work Experience, School to Careers, and Work Internship programs. We believe that Career and Technical Education courses offered provide rich opportunities for real-world learning experiences for all students where academic standards are reinforced and students are able to apply what they have learned in “real life” situations while they prepare for the 21st Century workplace.

Course Descriptions

Course Title:	Practical Electricity	Course Number:	831
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Practical Electricity is designed to provide a comprehensive, content-filled introduction to basic electrical theory, circuit fundamentals, and practical wiring techniques. Special emphasis is placed on the many different ways electricity affects our everyday living.

This course requires students to recognize and apply various component parts, techniques, and operations to ensure an understanding of basic principles of electricity and their practical applications. Required areas of concentration include component symbols, schematic diagrams, electrical components, electrical circuit fundamentals, circuit testing, and troubleshooting,

measuring instruments, national electrical code, residential wiring concept, shop maintenance, and safety. School-to-work related skills are introduced.

Students will develop and build skills through the practical application of course content by way of hands-on activities, demonstrations, classroom discussions, and individual and/or group projects.

Successful completion of this course will be measured by class participation, class performance, quizzes, tests, and a final project.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Electronics	Course Number:	832
Grade(s):	10-12	Credits:	5
Prerequisites:	Practical Electricity	Length:	Full Year

Course Description:

Electronics is designed for students who want to explore this complex field. Students are provided with an introduction to the basic principles of electronics. Emphasis is placed on the effects of electronics on our everyday living in the 21st Century.

This course requires students to recognize and apply a variety of techniques and operations to ensure an understanding of basic electronic principles and their practical applications. Required areas of concentration include electron theory, reading component symbols, interpreting circuit schematic diagrams, component identification, Ohm's Law, resistor color coding, electromagnetism, circuit construction on breadboards, soldering techniques, DC and AC circuits, analog and digital systems, test equipment, circuit testing and troubleshooting, shop maintenance, and safety.

Students will develop and build skills through practical application of course content by way of hands-on activities, demonstrations, classroom discussions, and individual and/or group projects.

Successful completion of this course will be measured by class participation, class performance, quizzes, tests, and a final project.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Culinary Arts	Course Number:	841
Grade(s):	10-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:
<p>Culinary Arts is designed for students who want to discover the world of food preparation. This course provides an introduction to the fundamental skills needed in the preparation of food.</p> <p>This course requires students to gain an understanding of the safety, techniques, ingredients, and equipment used in the preparation of various foods. Students apply these fundamentals through the planning and preparation of attractive and nutritious meals.</p> <p>Students will develop and build skills through guided-practice and in-class projects. Areas of concentration include recommended methods of safety and sanitation, time management skills, proper knife utilization, and the development of both team work and individual leadership skills while preparing a variety of recipes.</p> <p>Successful completion of this course will be measured through in-class participation, individual and group work, teamwork, quizzes, tests, a final meal preparation and presentation, and a final exam.</p> <p>This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.</p>

Course Title:	Advanced Culinary Arts	Course Number:	842
Grade(s):	11-12	Credits:	5
Prerequisites:	Culinary Arts and Teacher Recommendation	Length:	Full Year

Course Description:
<p>Advanced Culinary Arts is designed for students who want to continue their discovery into the world of Culinary Arts. This course builds upon the fundamental skills and techniques learned in Culinary Arts.</p> <p>This course requires students to apply their understanding of the safety, techniques, ingredients, and equipment used in the planning and preparation of large catered events throughout the school year.</p> <p>Students will expand on the competencies gained in the prerequisite course by maintaining their capability to work within a team while an emphasis is placed on the students' leadership abilities. Students complete large scale projects and catering duties and begin to develop an understanding of efficient food purchasing and storage techniques. Various careers within the industry are identified.</p> <p>Successful completion of this course will be measured through in-class participation and performance, individual and group work, teamwork, quizzes, tests, and leadership capabilities.</p> <p>This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the</p>

twenty-five (25) credits of electives required for graduation.

Course Title:	Hospitality Management	Course Number:	843
Grade(s):	11-12	Credits:	5
Prerequisites:	Advanced Culinary Arts and Teacher Recommendation	Length:	Full Year

Course Description:
<p>Hospitality Management is designed for students who want to discover the world of Hospitality Management. This course provides an introduction to the fundamental skills needed in the area of food service and hospitality management.</p> <p>This course introduces students to the competencies required to carry out the responsibilities of a hospitality manager. Students will utilize sound guidelines and a practical approach to operating a food service establishment. Students apply these fundamentals through the planning and execution of day-to-day culinary arts recipes and various catered events.</p> <p>Students will develop and build skills through guided-practice and in-class projects. Areas of concentration include menu planning, purchasing, forecasting, leadership, and interpersonal skills. Students will gain knowledge of the best practices and procedures for customer service, hospitality management, and motivating others.</p> <p>Successful completion of this course will be measured through in-class participation and performance, individual and group work, teamwork, quizzes, tests, and leadership capabilities.</p> <p>This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.</p>

Course Title:	Radio/TV Broadcast Technology I	Course Number:	851
Grade(s):	10-11	Credits:	5
Prerequisites:	English grade of B+ or better Interview with Instructor	Length:	Full Year

Course Description:
<p>Radio/TV Broadcast Technology I is designed to introduce students to the fundamentals of the broadcasting field. Script writing, evolution of television, graphics, and the technical aspects of studio production will be covered in this 21st Century media pathway.</p> <p>This course requires students to create team cooperation, individual responsibility, and understand the realities of career-related practical application in remote and studio production.</p> <p>Students will develop and build skills through producing and directing commercials, demonstrations, public service announcements, and a 3-5 minute interview. Each student will</p>

fully understand a crew assignment on a production team.

Successful completion of this course will be measured by class participation, practical production assignments, quizzes, tests, and completed production projects.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Radio/TV Broadcast Technology II	Course Number:	852
Grade(s):	11-12	Credits:	5
Prerequisites:	Radio/TV Broadcast Technology I and Instructor Recommendation	Length:	Full Year

Course Description:

Radio/TV Broadcast Technology II is designed for students who want to produce and direct live campus news and sports programming while learning about and utilizing 21st century technology.

This course requires students to routine and prepare show segments on remote and studio locations. Technical and production concepts learned in Radio/TV Broadcasting Production I will be employed in content that is aired on local cable access stations. Students will design, analyze, and self-evaluate according to broadcast standards set by local cable outlets. All news and sports programming will meet FCC Broadcasting standards before being aired on local cable stations.

Students will develop and build skills through application of course content in hands-on assignments. Students will produce Electronic Journalism field packages that will be segmented into a live studio production. Each student will employ on-air talent skills and post-production non-linear editing techniques.

Successful completion of this course will be measured by class participation, production work assignments, quizzes, tests, semester production log hours, and a final portfolio submission.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation. Seniors are eligible to earn three (3) college credits at Rider University through curriculum standards and maintaining a B average.

Course Title:	Radio/TV Broadcast Technology III Honors	Course Number:	855
Grade(s):	12	Credits:	5
Prerequisites:	Radio/TV Broadcasting Production II and Instructor Recommendation	Length:	Full Year

Course Description:

Radio/TV Broadcast Technology III Honors is designed for students who want to explore the media pathway in public relations and community affairs while incorporating 21st Century technology.

This course requires students to identify and perform the role of electronic news gathering while adhering to post-production dead-lines. Students will work independently while infusing technical and production concepts learned in Radio/TV Broadcasting Production II. Students will work collaboratively in producing and directing school, community, and civic projects. All students must meet FCC Broadcast guidelines in network news and sports programming.

Students will develop skills learned in previous broadcast courses through practical application of course content while completing hands-on assignments. Students will produce Electronic Journalism field packages that will be segmented into a live studio production. Each student will employ on-air talent skills and post-production non-linear editing techniques.

Successful completion of this course will be measured by class participation, production work assignments, quizzes, tests, semester production log of hours, and a final portfolio submission.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation. Seniors are eligible to earn three (3) college credits at Rider University through curriculum standards and maintaining a B average.

Course Title:	Mechanical Drawing	Course Number:	861
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Mechanical Drawing is designed for students who want to discover the world of technical drawing. This course provides an introduction to the fundamental skills needed in the design field, provides a solid foundation for all advanced classes, and reinforces related Core Curriculum Content Standard skills.

This course requires students to learn the technical language fundamental to all design fields, establish a disciplined drawing technique using recognized drafting instruments, and apply related mathematics skills.

Students will build skills through the practical application of course content by way of hands-on demonstrations, classroom discussions and critiques, and by analyzing and solving typical drafting problems utilizing both traditional drafting equipment and high tech Computer Aided Drafting programs.

Successful completion of this course will be measured through class participation, technical proficiency, peer review critiques, quizzes, tests, and a final portfolio submission.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Residential Architectural Design	Course Number:	862
Grade(s):	10-12	Credits:	5
Prerequisites:	Mechanical Drawing	Length: 40 min.	Full Year

Course Description:
<p>Residential Architectural Design is designed for students who want to learn about styles, design considerations, and construction of private residential homes. This course provides an introduction to the fundamental skills needed for entry level in to the STEM education related Architectural Design field.</p> <p>This course requires students to understand the technical language and fundamental skills needed to design a complete set of plans for a private residence. Students will be required to present their “prints” and model their residence.</p> <p>Students will develop and build skills through demonstrations, classroom discussions and critiques, interacting with guest speakers, analyzing and problem solving typical design problems, and hands-on practical application utilizing industry standard Computer Aided Drafting programs.</p> <p>Successful completion of this course will be measured through class participation, technical proficiency, peer review critiques, quizzes, tests, and a final portfolio and model submission.</p> <p>This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.</p>

Course Title:	Civil Architectural Design	Course Number:	863
Grade(s):	11-12	Credits:	5
Prerequisites:	Residential Architectural Design	Length: 40 min.	Full Year

Course Description:
<p>Civil Architectural Design is designed for students who want to learn about zoning laws, styles, and design consideration found in the commercial field. This course provides an introduction to the fundamental skills needed for entry level into the STEM education related field of Civil</p>

Design.

This course requires students to understand the technical language and fundamental skills needed to design a complete set of plans for a commercial project. To model a typical engineering firm, students will be required to work as a group to research, brainstorm, design, and modify their plans. Students will be required to present their “prints” and model their project.

Students will develop and build skills through demonstrations, weekly group meetings and critiques, interacting with guest speakers, analyzing and problem solving typical design problems, and hands-on practical application utilizing industry standard Computer Aided Drafting programs.

Successful completion of this course will be measured through class participation, technical proficiency, peer review critiques, weekly group reports, quizzes, tests, and a final portfolio and model submission.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Senior Architectural Design	Course Number:	864
Grade(s):	12	Credits:	5
Prerequisites:	Civil Architectural Design	Length:	Full Year

Course Description:

Senior Architectural Design is designed to meet the interests and career outlook of the individual student contemplating a career in one of the STEM education related fields of Architecture, Engineering, or Design.

This course requires students to understand the technical language and fundamental skills needed to complete in the 21st Century Trade and Technical field.

Students will develop and build critical thinking skills through independent research assignments, analyzing and problem solving typical design problems, demonstrations, weekly meetings and critiques, interacting with guest speakers, and hands-on practical application utilizing industry standard Computer Aided Drafting programs.

Successful completion of this course will be measured through class participation, technical proficiency, peer review critiques, weekly individual reports, quizzes, tests, and a final portfolio and model submission.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Metalworking	Course Number:	871
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:			
<p>Metalworking is designed for students who want to explore the world of working with metals. This course provides an introduction to the basic skills, techniques, procedures, and processes used in the metalworking trade.</p> <p>This course requires students to recognize and apply a variety of techniques and operations to ensure an understanding of basic metalworking processes. Required areas of concentration include material identification, blueprint reading, project development, measurement, portable hand tools, introductory machining operations, introductory welding techniques, shop maintenance, and safety. School-to-work related skills are introduced.</p> <p>Students will develop and build skills through practical application of course content by way of hands-on activities, demonstrations, classroom discussions, and individual and/or group projects.</p> <p>Successful completion of this course will be measured by class participation, class performance, quizzes, tests, and a final project submission.</p> <p>This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.</p>			

Course Title:	Advanced Metals	Course Number:	873
Grade(s):	11-12	Credits:	5
Prerequisites:	Metalworking	Length:	Full Year

Course Description:			
<p>Advanced Metals is designed for students who want to continue their exploration into the world of metalworking by providing in-depth study of advanced skills, techniques, procedures, and processes used in the metalworking industry.</p> <p>This course requires students to recognize and apply a variety of higher level techniques and operations to ensure an understanding of advanced metalworking processes. Required areas of concentration include reinforcement of blueprint reading, project development, material identification, measurement, and portable hand held tools. Portable hand held power tools, advanced machining operations (including milling and basic CNC), advanced welding operations (including vertical, horizontal, and overhead), shop maintenance, and safety are introduced and studied in depth. Career awareness and school-to-work related skills are infused on a daily basis.</p> <p>Students will develop and build skills in this project oriented offering through practical application of course content by way of hands-on activities, demonstrations, classroom</p>			

discussions, and individual and/or group projects.

Successful completion of this course will be measured by daily class participation and performance, research paper, quizzes, tests, and a final project submission.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Metal Fabrication	Course Number:	872
Grade(s):	10-12	Credits:	5
Prerequisites:	Advanced Metals	Length:	Full Year

Course Description:

Metal Fabrication is designed for students who want to explore the world of metalworking and metal fabrication with an interest towards a career in a related Metalworking field while providing an in depth study of the complex skills, techniques, procedures, and processes used in the metal fabrication industry.

This course requires students to reinforce concepts and operations learned in Metalworking and Advanced Metalworking and elevate these skills to a higher level of mastery. Students are required to apply design skills, incorporate recognized construction methods, and adhere to quality control requirements, while using a variety of advanced welding techniques to solve real-world problems. Students will be required to recognize the progression from simple to complex construction methods. This course continues to stress shop maintenance and safety while providing an in-depth exposure to career awareness and school-to-work related skills.

Students will develop and build skills through practical application of course content by way of hands-on activities, demonstrations, classroom discussions, and individual and/or group projects.

Successful completion of this course will be measured by class participation, class performance, quizzes, tests, and a final project submission.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Woodworking	Course Number:	881
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Woodworking is designed for students who want to become familiar with the properties of wood and allied materials. Machine operations and project assignments are covered on an introductory-type basis.

This course requires students to work at an appropriate pace that promotes speed and accuracy

to creating small craft type projects while adhering to national machine safety standards. Students will be required to interpret and create working and technical drawings, cut lists, and bills of material.

Students will develop and build skills through practical application of course content by way of hands-on demonstrations, classroom discussions, and design and construction of individual project-based assignments.

Successful completion of this course will be measured by completed projects, class participation, quizzes, tests, and adherence to daily shop cleanup duties and safety rules.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Furniture Fabrication	Course Number:	882
Grade(s):	10-12	Credits:	5
Prerequisites:	Woodworking C Average or Above	Length:	Full Year

Course Description:

Furniture Fabrication is designed for students who want to pursue a deeper understanding of woodworking. Machine operations and project assignments are covered in greater detail. Emphasis is placed on advanced joinery techniques and student development or research of plans for their own projects.

This course requires students to work at an appropriate pace that promotes speed and accuracy to creating theme-based projects while adhering to national machine safety standards. Students will be given a concept and will apply their knowledge of working and technical drawings, cut lists, and bills of material to draft their own plans.

Students will develop and build skills through the practical application of course content by way of hands-on activities, demonstrations, classroom discussions, and individual and/or group projects.

Successful completion of this course will be measured by class participation, class performance, quizzes, tests, final projects submission, and adherence to daily shop cleanup duties and safety rules.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.

Course Title:	Carpentry	Course Number:	883
Grade(s):	11-12	Credits:	5

Prerequisites:	Furniture Fabrication C Average or Above	Length:	Full Year
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Course Description:			
<p>Carpentry is the capstone course of woodworking where students will refine their previously learned skills to a mastery level. Machine operations and project assignments are covered in greater detail. Emphasis is placed on cooperative group projects, team building, and leadership.</p> <p>This course requires students to work at an appropriate pace that promotes speed and accuracy to creating large scale and mass production projects while adhering to national machine safety standards. Students will apply their knowledge of working and technical drawings, cut lists, and bills of material to draft their own plans, create tooling, gauges, scaled models, and full-sized products to very high tolerances.</p> <p>Students will develop and build skills through practical application of course content by way of hands-on activities, demonstrations, classroom discussions, and individual and/or group projects.</p> <p>Successful completion of this course will be measured by class participation, class performance, quizzes, tests, and final projects submission.</p> <p>This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, or in partial fulfillment of the twenty-five (25) credits of electives required for graduation.</p>			

Course Title:	Cooperative Work Experience	Course Number:	681
Grade(s):	11-12	Credits:	10
Prerequisites:	Employment	Length:	Full Year

Course Description:			
<p>Cooperative Work Experience is open to juniors and seniors who have reached their 16th birthday. Students seek part-time paid employment and must work 540 hours during the school year. These 10 credits must be earned in conjunction with the Cooperative Work Experience Class.</p> <p>This course requires the application of classroom instruction in a practical setting. Students must work a minimum of 15 hours per week (not to exceed 33) and adhere to all employer policies and procedures. Working papers are required.</p> <p>Students will build or develop workplace skills, comply with workplace safety regulations, explore career opportunities, and gain employability through experience. They will develop personal interests and activities that support career goals and plans.</p> <p>Successful completion of this course will be measured by submitting and recording of hours and gross wage earnings. In addition, students will be closely monitored and evaluated by both the employer and Cooperative Experience Coordinator. Students must receive a favorable rating from the employer that reflects appropriate workplace behavior such as attendance, punctuality,</p>			

effective completion of assigned tasks, conformity to rules and regulations, and adherence to workplace safety measures.

This course does not formally meet in a classroom setting. The coordinator will frequently visit each student on an individual basis at their place of employment.

This course can be counted in partial fulfillment of the 120-credit graduation requirement.

Please note – The Cooperative Work Experience course must be taken in conjunction with the Cooperative Work Experience Class.

Course Title:	Cooperative Work Experience Class	Course Number:	682
Grade(s):	11-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

The Cooperative Work Education program is designed for students who want to engage in the process of career awareness, exploration and preparation. It includes an understanding of the knowledge and skills needed for traditional and non-traditional careers.

This course requires students to investigate workplace readiness skills, identify transferable skills, evaluate employment trends, discuss the relationship between personal behavior and employability, maintain workplace safety, and differentiate entrepreneurship opportunities.

Students will assess career goals, develop strategies to support those goals, and use online resources to examine requirements in areas of career interest. The Armed Services Vocational Aptitude Battery (ASVAB) is also required. This test is designed to identify a student's skills and abilities while exposing them to over 400 possible occupations. This program will provide additional resources for career exploration and may qualify students for scholarships available only to participants in this program.

Students will build or develop skills through participation in variety of activities related to career preparation such as volunteering, employment, and job shadowing. Students will become OSHA 10 certified in General Industry workplace safety. Students will also profile businesses and examine real-world scenarios as presented through interviews with executives. Students will attend presentations by a number of guest speakers invited to the classroom. Field trips to post-secondary schools (for medical assistance, business administration, culinary arts, graphic arts, photography, technical and automotive technician training) will also be offered.

Successful completion of this course will be measured through class work and participation, quizzes, tests, the ASVAB test, job shadow activities, and a community service project.

This course will meet five days a week and can be counted in partial fulfillment of the 120-credit graduation requirement.

Course Title:	School to Careers	Course Number:	080, 684
Grade(s):	11-12	Credits:	10
Prerequisites:	Guidance Counselor or CST Member Recommendation	Length:	Full Year

Course Description:			
<p>School to Careers is designed for students who want to job sample in either community-based employment or the district's elementary or middle schools. This course requires students to perform various tasks as directed by the mentors at the community-based employment locations or in the various district classrooms. The purpose of this course is to provide students with realistic, unpaid, job sampling experiences to enable them to make realistic post-secondary career decisions.</p> <p>Students will develop skills through interacting with business employees or classroom teachers and students. Students will engage in numerous activities including clerical, shelf-blocking, and/or assisting with numerous activities and tasks as indicated by the classroom teacher or workplace mentor.</p> <p>Successful completion of this course will be measured through weekly journals completed by the students, workplace mentor evaluations (four times a year), job coach comments and observations (where applicable), and transition coordinator or Structured Learning Experience Teacher observations.</p> <p>This course will meet five days a week during periods 2-4 or 7-8 and can be counted in partial fulfillment toward the 120-credit graduation requirement.</p>			

Course Title:	Work Internship	Course Number:	083
Grade(s):	11-12	Credits:	15
Prerequisites:	Guidance Counselor or CST Member Recommendation	Length:	Full Year

Course Description:			
<p>Work Internship is an internship designed for students who want to job sample in a medical center (Clara Maass Medical Center) environment. This course requires students to perform various tasks in several departments at the medical center under the direct supervision of a medical center mentor. The purpose of this course is to provide students with realistic, unpaid, job sampling experiences to enable them to make realistic post-secondary career decisions.</p> <p>Students will develop skills through interacting with numerous medical center employees and patients (where applicable). Students will be afforded the opportunity to participate in an</p>			

employee orientation program sponsored by the Human Resources Department in which safety rules and regulations and patient confidentiality issues are discussed at length. Students must wear a regulation golf shirt with the Clara Maass/St. Barnabas logo and be identified as a Nutley School District Volunteer. Students will adhere to all medical center policies. Students are required to wear a medical center student volunteer identification badge. Students are given an opportunity to eat lunch in the medical center cafeteria and interact with employees and visitors.

Successful completion of this course will be measured through weekly journals completed by the students, workplace mentor evaluations (four times a year), job coach comments and observations, and transition coordinator or Structured Learning Experience Teacher observations.

This course will meet yearly five days a week during periods 3-6 and can be counted in partial fulfillment toward the 120-credit graduation requirement.

English Department

Department Description

The English Department at Nutley High School strives to develop knowledge, skills, and strategies for students in the areas of reading, writing, speaking, listening, and viewing. With opportunities for daily practice that are independent, directed, and collaborative, students will progress from emergent to fluent readers and writers. Experiences with a wide variety of literature which reflects our diverse and multicultural society enable students to become familiar with many authors' writing styles. Additionally, students will be prepared for the demands of college, business, and life in a democratic society by practicing skills which require them to think logically and express themselves clearly. The stimulation of the students' curiosity, creativity, and imagination through the study of literature will assist them in making connections to their own existence and apply knowledge of the conventions of standard English grammar and usage when writing or speaking.

Course Descriptions

Course Title:	English I	Course Number:	101, 4101, 8111
Grade(s):	9	Credits:	5
Prerequisites:	Grade 8 English	Length:	Full Year

Course Description:
English I is designed for students who want to focus on the five elements of language arts which include reading, writing, speaking, listening, and critical viewing.
This course requires students to understand a wide range of challenging literature in the genres of short stories, novels, plays, nonfiction, and poetry.
Students will develop and build skills through critical thinking, speaking activities, research strategies, a variety of writing modes, and the conventions of standard English including vocabulary, grammar, usage, and punctuation.
Successful completion of this course will be measured by small-group and whole-class discussions, presentations and reports, small group and individual projects, journals, essays, research, quizzes, tests, and class work including preparation, participation, and productivity.
This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	English I Honors	Course Number:	111
Grade(s):	9	Credits:	5

Prerequisites:	A- or better in Grade 8 Vector English and Teacher Recommendation	Length:	Full Year
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Course Description:	
<p>English I Honors is designed for students who want to focus on the five elements of language arts which include reading, writing, speaking, listening, and critical viewing with an in-depth approach.</p> <p>This course requires students to understand, analyze, and synthesize demanding texts in the genres of short stories, novels, plays, nonfiction, and poetry.</p> <p>Students will develop and build skills through critical thinking, speaking activities, research strategies, a variety of writing modes, and the conventions of standard English including vocabulary, grammar, usage, and punctuation.</p> <p>Successful completion of this course will be measured by small-group and whole-class discussions, presentations and reports, small group and individual projects, journals, essays, research, quizzes, tests, and class work including preparation, participation, and productivity.</p> <p>This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.</p>	

Course Title:	English II	Course Number:	102, 4102, 8112
Grade(s):	10	Credits:	5
Prerequisites:	English I	Length:	Full Year

Course Description:	
<p>English II is designed for students who seek to develop their ability to think critically and creatively through reading, writing, speaking, and listening.</p> <p>This course requires students to understand a variety of literary genres and then analyze universal themes as well as reinforce writing skills in expository, creative, persuasive, and narrative essays.</p> <p>Students will develop and build skills through learning to gather and examine information in a logical and sequential manner, understanding the significance of oral and written communication, and continuing a variety of writing modes with attention to the conventions of standard English.</p> <p>Successful completion of this course will be measured by small-group and whole-class discussions, presentations and reports, small group and individual projects, journals, essays, a researched oral presentation, quizzes, tests, and class work including preparation, participation, and productivity.</p> <p>This course will meet five days per week for the academic year, and can be counted in</p>	

fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	English II Honors	Course Number:	112
Grade(s):	10	Credits:	5
Prerequisites:	A- or better in English I Honors and/or teacher recommendation	Length:	Full Year

Course Description:			
<p>English II Honors is designed for students who seek to develop their ability to think critically and creatively through reading, writing, speaking, and listening with additional extensive study.</p> <p>This course requires students to understand a variety of literary styles, techniques, and universal themes, to seek meaning beyond the surface and to discover understanding through a rigorous writing sequence.</p> <p>Students will develop and build skills through extensive research techniques, designing critical essays by incorporating the conventions of standard English, and learning the significance of oral and written communication.</p> <p>Successful completion of this course will be measured by small-group and whole-class discussions, presentations and reports, small group and individual projects, journals, essays, a researched oral presentation, quizzes, tests, and class work including preparation, participation, and productivity.</p> <p>This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.</p>			

Course Title:	English III	Course Number:	103, 4103, 8113
Grade(s):	11	Credits:	5
Prerequisites:	English II	Length:	Full Year

Course Description:			
<p>English III/American Literature is designed for students who want to explore a survey of American literary heritage and the impact of a variety of literature from colonial to contemporary times on American culture and society.</p> <p>This course requires students to evaluate and discuss some of the best-known and highly valued works of American literature such as novels, plays, short stories, nonfiction, and poetry.</p> <p>Students will develop and build skills through critical analysis of text, connecting themes from the past to the present, writing with elaboration and detail, refining research skills, and focusing on the conventions of standard English including vocabulary, grammar, usage, and punctuation.</p>			

Successful completion of this course will be measured by small-group and whole-class discussions, presentations and reports, group and individual projects, journals, essays, research, quizzes and tests, a research paper based on an individual reading selection derived from a thesis created by the student and approved by the instructor, and class work including preparation, participation, and productivity.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	English III Honors	Course Number:	113
Grade(s):	11	Credits:	5
Prerequisites:	A- in English II Honors and/or teacher recommendation	Length:	Full Year

Course Description:

English III Honors – American Literature is designed for students who want to explore a survey of American literary heritage and the impact of a variety of literature from colonial to contemporary times on American culture and society with additional works required.

This course requires students to evaluate and discuss some of the best-known and highly valued works of American literature such as several novels, plays, short stories, nonfiction, and poetry. The nature of the reading demands that students selecting this course be prepared to read difficult literature with ease and understanding.

Students will develop and build skills through thematic focus, critical analysis of text, writing critical papers (a minimum of one per making period), connecting literature to historical contexts, and examining literary structures and effectively using them in their own writing, becoming skilled writers who compose for a variety of purposes.

Successful completion of this course will be measured by small-group and whole-class discussions, presentations and reports, small group and individual projects, journals, essays, research, quizzes, tests, a research paper based on an individual reading selection derived from a thesis created by the student and approved by the instructor, and class work including preparation, participation, and productivity.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	AP English III Language and Composition	Course Number:	115
Grade(s):	11	Credits:	5
Prerequisites:	A- in English II Honors, AP Recommendation Form and	Length:	Full Year

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<p>Course Description:</p> <p>English III AP Language and Composition is designed for students who want to write about a variety of subjects and demonstrate an awareness of audience and purpose. Additionally, students will learn to identify the dynamics of a writer’s purpose, stylistic choices, and employment of generic conventions and resources of language to analyze the overall contribution to effectiveness in writing.</p> <p>This course requires students to evaluate and synthesize style and meaning from a variety of texts, as well as to comprehend, discuss, and write university-level literary analyses.</p> <p>Students will develop skills from a variety of assessments, all of which will require a wide-ranging vocabulary used appropriately and effectively; a variety of sentence structures, including appropriate use of subordination and coordination; logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis; a balance of generalization and specific illustrative detail; an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure; and a depth of insight and analysis that relates a central claim or thesis to a larger and more meaningful global connection.</p> <p>Successful completion of this course will be measured through the students’ ability to analyze and interpret samples of quality writing; identify and explain an author’s use of rhetorical strategies and techniques; apply effective strategies and techniques in their own writing; create and sustain arguments based on readings, research, and/or personal experience; write for a variety of purposes; produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions; demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; demonstrate understanding of the conventions of citing primary and secondary sources; work through the stages of the writing process with careful attention paid to inquiry and research, drafting, revising, editing, and review. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.</p> <p>This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course. Project Acceleration credits are available in conjunction with Seton Hall University.</p>
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Course Title:	English IV	Course Number:	104, 4104, 8114
Grade(s):	12	Credits:	5
Prerequisites:	English III	Length:	Full Year

<p>Course Description:</p> <p>English IV is designed for students who want a comprehensive survey of English/World</p>

Literature translated from foreign tongues. Specific works have been selected for styles, and to show the diversity and richness of the cultures from which they come.

This course requires students to construct, examine, and extend the meaning of literary texts through reading, listening, writing, and viewing and to draw comparisons among authors, characters, and themes.

Students will develop and build skills through accessing, organizing, evaluating, and using literary knowledge acquired through print and visual media to connect self to society and culture.

Successful completion of this course will be measured through the recognition of different genres as literary forms and the experience and response to the influences of various cultures through research, formal writing, critical essays, and oral presentations. Students will be responsible for the preparation of a research paper based on an individual reading selection derived from a thesis created by the student and approved by the instructor.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	English IV Honors	Course Number:	114
Grade(s):	12	Credits:	5
Prerequisites:	A- in English III Honors and Teacher Recommendation	Length:	Full Year

Course Description:

English IV Honors is designed for students that are interested in reading great works of literature by British and world authors. Works studied are taken from the Anglo-Saxon to the Modern Periods of English literature and selected world authors.

This course requires students to evaluate and discuss a variety of literary genres including at least two novels each marking period. The nature of the reading demands that students selecting this course be prepared to read difficult literature and to provide critical analysis by writing several papers throughout the year.

Students will develop and build skills by following a rigorous reading schedule, participating in class discussions, demonstrating knowledge of the reading material through written essays, and connecting self to society and culture.

Successful completion of this course will be measured by recognition of different genres as literary forms, critical essays, oral presentations, frequent literary analysis papers, and a literary research paper requiring a thesis developed by the student with approval from the instructor.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation. Project Acceleration credits are available in

conjunction with Seton Hall University.

Course Title:	AP English IV – Humanities	Course Number:	117
Grade(s) :	12	Credits:	5
Prerequisites:	AP Recommendation Form and an Interview	Length:	Full Year

Course Description:
<p>AP English IV – Humanities is designed for students who want to gain an understanding and appreciation of aesthetics and the achievements of human civilizations.</p> <p>This course requires students to understand through an examination of literature, philosophy, the fine arts, and other areas of the humanities to reflect on themselves and their place in the contemporary world.</p> <p>Students will develop and build skills through language, cognition, and sensory perception by participating in a variety of classroom and field trip experiences.</p> <p>Successful completion of this course will be measured by practice in developing, examining, and expressing the student’s own thoughts and interpretations. They will gain experience and confidence in their ability to share ideas and use language with clarity, force, fluency, and imagination. Students will write a minimum of three papers, including a literary, creative, and research-based paper. Students will sit for a minimum of two exams, including a philosophy, and an art and music exam. There is also a seminar presentation. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.</p> <p>This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course.</p>

Course Title:	LAL Strategies 9/10	Course Number:	135
Grade(s):	9-10	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:
<p>LAL Strategies 9/10 is designed for students who did not achieve the designated minimum level of proficiency on the language arts assessment which was administered in spring of the previous school year. This course is designed to prepare students to become proficient in Language Arts</p>

and to ultimately prepare for the High School Proficiency Assessment which is administered in March of the junior year.

This course requires students to become proficient in both reading and writing clusters, which reflect knowledge and skills specified in the New Jersey Core Curriculum Content Standards.

Students will develop and build skills through guided and active reading to increase comprehension. Narrative and persuasive texts will be used as practices, and critical thinking skills will be emphasized. Students will also concentrate on writing skills by learning paragraph development leading to properly formatted open-ended answers and essays.

Successful completion of this course will be measured by the spring assessment for the current school year which requires achieving the designated minimum level of proficiency in order to exit.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement.

Course Title:	LAL Strategies 11	Course Number:	136
Grade(s):	11	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

LAL Strategies 11 is designed for students who did not achieve the designated minimum level of proficiency on the language arts assessment which was administered in spring of the previous school year. This course is designed to prepare students to become proficient in Language Arts and to ultimately prepare for the High School Proficiency Assessment which is administered in March of the junior year.

This course requires students to become proficient in both reading and writing clusters, which reflect knowledge and skills specified in the New Jersey Core Curriculum Content Standards.

Students will develop and build skills through guided and active reading to increase comprehension. Narrative and persuasive texts will be used as practices, and critical thinking skills will be emphasized. Students will also concentrate on writing skills by learning paragraph development leading to properly formatted open-ended answers and essays.

Successful completion of this course will be measured by the spring assessment for the current school year which requires achieving the designated minimum level of proficiency in order to exit.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement.

Course Title:	LAL Strategies – AHSA 12	Course Number:	138
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Grade(s):	12	Credits:	None
Prerequisites:	None	Length:	**See Below

Course Description:
<p>LAL Strategies – ASHA 12 is designed for students who have met all high school graduation requirements except for demonstrating proficiency in the Language Arts Literacy (LAL) cluster of the spring High School Proficiency Assessment (HSPA). The Alternate High School Assessment (AHSA) is an alternative means of meeting the state graduation proficiency test requirement. It is aligned to the HSPA test specifications to ensure that students can demonstrate the same knowledge, skills, and performance levels as students who are proficient on the HSPA.</p> <p>This course requires students to prepare for the Fall administration of the HSPA through reading and writing instruction. If students do not demonstrate LAL proficiency on the HSPA, administration of the AHSA is required. The AHSA consists of untimed, open-ended performance assessment tasks (PATs) administered during specific windows. Students must complete one (1) persuasive essay and two (2) reading passages. Selections are chosen by the New Jersey Department of Education and they are secure materials.</p> <p>Students will develop skills through guided and active reading to increase comprehension. Narrative and persuasive texts will be used as instruction, and critical thinking skills will be emphasized. Students will also concentrate on writing skills by creating open-ended answers using insight and details. Persuasive essays will also be a part of the instruction with emphasis on organization and format.</p> <p>**If students score 200 or above on the fall administration of the HSPA, they exit this course. If students meet the AHSA requirement, they are no longer required to complete the next window of administration. However, students are required to take the spring administration of the HSPA before exiting.</p> <p>This course will meet five (5) times per week until either the HSPA or AHSA requirements have been met. If students pass the October HSPA administration, they will exit upon receipt of scores. If students meet the first AHSA requirement, they may exit after the spring administration of the HSPA. One of these assessments must be completed for graduation.</p>

Course Title:	SAT Preparation 11	Course Number:	018
Grade(s):	11	Credits:	None
Prerequisites:	None	Length:	Spring (6 weeks)

Course Description:
<p>SAT Preparation 11 is designed for students who want to have a thorough grounding in standardized test-taking strategies that help them succeed on the Scholastic Aptitude Test (SAT), as well as on multiple-choice tests similar to the SAT. It serves as a review of the basic cognitive and analytical verbal/mathematical skills that the SAT is designed to test. Instruction followed by guided practice is the foundation of the course. This course is designed for juniors</p>

who plan to take the SAT in the spring.

This course requires students to apply critical thinking skills, problem-solving techniques and strategies, fundamental mathematical principles to unfamiliar problems, and knowledge of successful study and reading strategies.

Students will build skills by assessing strengths and weaknesses in testing skills and strategies to personalize instruction, differentiating among strategies necessary to complete standardized tests, and becoming familiar with test design and directions, answer sheets, and different types of questions by taking sample tests.

Successful completion of this course will be measured by attendance and participation in daily lessons for a six week period. Students will receive a pass/fail grade for this course.

Course Title:	SAT Preparation 12	Course Number:	019
Grades:	12	Credits:	None
Prerequisites:	None	Length:	Fall (6 weeks)

Course Description:

SAT Preparation 12 is designed for students who want to have a thorough grounding in standardized test-taking strategies that help them succeed on the Scholastic Aptitude Test (SAT), as well as on multiple-choice tests similar to the SAT. It serves as a review of the basic cognitive and analytical verbal/mathematical skills that the SAT is designed to test. Instruction followed by guided practice is the foundation of the course. This course is designed for seniors who plan to take the SAT in the fall to complete the college application process.

This course requires students to apply critical thinking skills, problem-solving techniques and strategies, fundamental mathematical principles to unfamiliar problems, and knowledge of successful study and reading strategies.

Students will build skills by assessing strengths and weaknesses in testing skills and strategies to personalize instruction, differentiating among strategies necessary to complete standardized tests, and becoming familiar with test design and directions, answer sheets, and different types of questions by taking sample tests.

Successful completion of this course will be measured by attendance and participation in daily lessons for a six week period. Students will receive a pass/fail grade for this course.

Course Title:	School News I Honors	Course Number:	177
Grade(s):	9-12	Credits:	5
Prerequisites:	Teacher Recommendation and Interview with Advisor	Length:	Full Year

Course Description:

School News I Honors is designed for students who want to produce the school newspaper, but are not eligible for page editor, managing editor, or editor-in-chief positions. Part of their requirement is to be monitored by a School Newspaper II or III student and do one project related to scholastic journalism outside of the *Maroon and Gray*. Additional units in online

journalism are encouraged and may be introduced at the discretion of the advisor.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement.

Course Title:	School News II Honors	Course Number:	178
Grade(s):	10-12	Credits:	5
Prerequisites:	Teacher Recommendation and Interview with Advisor	Length:	Full Year

Course Description:

School News II Honors is designed for students who want to produce the school newspaper and are eligible for page editor, managing editor, and editor-in-chief positions. Part of their requirement is to monitor a School News I student and to do one project related to school journalism outside of the *Maroon and Gray*. Additional units in online journalism are encouraged and may be introduced at the discretion of the advisor.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement.

Course Title:	School News III Honors	Course Number:	179
Grade(s):	11-12	Credits:	5
Prerequisites:	Teacher Recommendation and Interview with Advisor	Length:	Full Year

Course Description:

School News III Honors is a senior-level course for students who wish to take the journalism track for three years. Students in this course produce the school newspaper and are eligible for page editor, managing editor, and editor-in-chief positions. Part of their requirement is to monitor a School News I student and to do one project related to scholastic journalism outside of the *Maroon and Gray*. Students must also write a research paper not to exceed five pages on Student Press Law. Additional units in online journalism are encouraged and may be introduced at the discretion of the advisor.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement.

Course Title:	EXIT (Yearbook)	Course Number:	025
Grade(s):	10-12	Credits:	5
Prerequisites:	Interview required with Yearbook advisors for final selection	Length:	Full Year

Course Description:

EXIT (Yearbook) is designed for students who want to create the senior yearbook using an on-line design program. Students take photographs of school activities and gather information and pictures from fellow students for inclusion in the yearbook. Students design page-layouts, write text to explain section content and photo captions, use creative techniques to present a theme, and prepare the book for publication.

This course requires students to meet deadlines, be willing to revise and work with the suggestions of others, possess computer skills in order to create and design page-layouts, and have knowledge of Photoshop (useful but not required). Students must be detail-oriented, and have strong writing skills.

Successful completion of this course will be measured by completing the senior yearbook publication and assisting with all yearbook activities.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement. Students will receive a pass/fail grade for this course.

English as a Second Language (ESL)

Department Description

Staff in the ESL Department believes that students should participate and communicate successfully in a pluralistic society. Language and culture are the foundation of human experience. We believe that all students must develop and maintain proficiency in English and in at least one other language. Students who come from non-English speaking backgrounds are provided opportunities to develop linguistic, cognitive, and socio-cultural proficiencies in English.

The ESL curriculum provides a sequential program of communication-based English instruction in preschool through grade 12. We believe that language is acquired through meaningful interactive experiences enriched by culturally authentic content. Through English language instruction, students are provided opportunities to reach out to others across cultural and linguistic boundaries.

Instruction is characterized by progressive learning in developing relevant themes and meaningful tasks involving comprehension, speaking, reading, and writing the language. Instruction is based on inquiry, solving real-life problems, and application of concepts. We believe that an appreciation of a child's learning style is necessary for success in language learning.

The ESL curriculum explores themes across content areas and makes connections to the multicultural dimensions of the 21st Century, fostering a greater respect for ethnic differences, and an understanding of world cultures.

Course Descriptions

Course Title:	ESL Beginner Reading	Course Number:	016
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of entering or emerging level	Length:	Full year

Course Description:

ESL Beginner Reading is designed for English Language Learners who can process, understand, produce, or use pictorial or graphic representation of the language of the content areas or general language related to the content areas.

This course requires students to focus on the development of reading skills at the most basic level with an emphasis on vocabulary building, grammar, syntax, mechanics, and pronunciation. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students must take this course and ESL Beginner Writing together as a two-period daily block.

Students will develop and build skills by reading a variety of challenging books and magazines in addition to using software designed for English Language Learners.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS for ELLs (State-mandated annual test of English Language Learners) and by scoring Proficient or Advanced Proficient on the Language Arts section of the High School Proficiency Assessment, when taken.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	ESL Beginner Writing	Course Number:	017
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of entering or emerging	Length:	Full year

Course Description:

ESL Beginner Writing is designed for English Language Learners who can process, understand, produce, or use pictorial or graphic representation of the language of the content areas or general language related to the content areas.

This course requires students to focus on the development of writing skills at the most basic level with an emphasis on vocabulary usage, grammar, syntax, mechanics, and literary terminology. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students must take this course and ESL Beginner Reading together as a two-period daily block.

Students will develop as writers by responding to writing prompts, responding to text questions, and through the development of multi-paragraph essay writing skills.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS for ELLs (State-mandated annual test of English Language Learners) and by scoring Proficient or Advanced Proficient on the Language Arts section of the High School Proficiency Assessment, when taken.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	ESL Intermediate	Course Number:	023
Grade(s):	9-12	Credits:	5

Prerequisites:	NJ State-approved language proficiency test score of developing or expanding level	Length:	Full year
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Course Description:			
<p>ESL Intermediate is designed for English Language Learners who can process, understand, produce, or use general, specific, or some technical language of the content areas or expanded sentences in oral interaction or written paragraphs, or a variety of sentence lengths of varying linguistic complexity in extended oral discourse or multiple, related sentences or paragraphs.</p> <p>This course requires students to focus on the development of more extended, academic vocabulary, with emphasis on reading comprehension and essay writing. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students who are in this course must take LAL Strategies for English Language Learners according to their grade level along with ESL Intermediate as a two-period block.</p> <p>Students will develop and build skills by reading a variety of challenging books in addition to selected newspaper and magazine articles.</p> <p>Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS for ELLs (State-mandated annual test of English Language Learners) and by scoring Proficient or Advanced Proficient on the Language Arts section of the High School Proficiency Assessment, when taken.</p> <p>This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.</p>			

Course Title:	ESL Advanced	Course Number:	024
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of expanding, bridging, or reaching level	Length:	Full year

Course Description:			
<p>ESL Advanced is designed for students who are usually being transitioned out of the ESL program and are simultaneously enrolled in a mainstream English class.</p> <p>This course requires students to understand materials that focus on cognitive and academic language proficiency. Emphasis is placed on successful performance on the High School Proficiency Assessment (HSPA) and college entrance exams. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed.</p> <p>Students will develop and build skills by reading a variety of challenging books in addition to</p>			

selected newspaper and magazine articles. Extensive persuasive and expository writing are done.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS for ELLs (State-mandated annual test of English Language Learners) and by scoring Proficient or Advanced Proficient on the Language Arts section of the HSPA, when taken.

This course will meet five days per week for the academic year, and can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Health and Physical Education

Department Description

The Health and Physical Education Department is committed to providing a high quality instructional program that is relevant to all students. Each teacher's goal is to provide students with a variety of activities that will prepare them for a lifetime of fitness and well-being. Instructional practices take into consideration changing developmental and movement abilities and also seek to develop self-confidence, teamwork, and leadership skills. In terms of Health Education, it is the goal of the teachers to deliver instruction that will have a strong impact on promoting healthy young adults. Instructional practices will focus on developing critical thinking skills to enable students to make informed decisions that encourage healthy lifestyles.

Course Descriptions

Course Title:	Health I	Course Number:	941
Grade(s):	9	Credits:	1.25
Prerequisites:	None	Length:	1 Marking Period

Course Description:
<p>Health I is designed to introduce freshmen to a range of relevant adolescent health and wellness issues.</p> <p>This course will allow students to develop an understanding of contemporary health issues related to teens and to apply this learning to their decision-making process.</p> <p>Students will build skills through student-centered learning activities and explorations as well as classroom instruction designed to expose them to topics including, wellness, nutrition, disease, fitness, smoking, teen suicide, and mental health.</p> <p>Successful completion of this course will be measured through individual and group projects, as well as teacher-generated assessments.</p> <p>This course will meet 5 days a week for one marking period and can be counted in fulfillment of local and New Jersey State graduation requirements.</p>

Course Title:	Health II	Course Number:	942
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Grade(s):	10	Credits:	1.25
Prerequisites:	Successful Completion of Health I	Length:	1 Marking Period

Course Description:			
<p>Health II is designed to instruct sophomores in the New Jersey State requirement of driver's education, as well as continuing to expose them to life skills that enhance the development of healthy lifestyles.</p> <p>This course requires students to develop an understanding of the basic principles of safe driving including good driver qualities, relevant state law, driving environments, preventative maintenance, and sound driving attitudes. In addition, students will develop an understanding of the variety of school and community resources available to maintain a healthy lifestyle.</p> <p>Students will develop skills through student-centered learning activities and explorations, as well as classroom instruction designed to expose them to topics related to drivers' education and wellness.</p> <p>Successful completion of this course will be measured through individual and group projects, as well as teacher-generated assessments, including the New Jersey State Drivers Examination.</p> <p>This course will meet 5 days a week for one marking period and can be counted in fulfillment of local and New Jersey State graduation requirements.</p>			

Course Title:	Health III	Course Number:	943
Grade(s):	11	Credits:	1.25
Prerequisites:	Successful Completion of Health II	Length:	1 Marking Period

Course Description:			
<p>Health III is designed to expose juniors to the Family Life Education curriculum in accordance with New Jersey State mandates.</p> <p>This course requires students to develop an understanding of topics including the reproductive systems and associated diseases, sexual harassment, relationships, pregnancy, birth, parenting, genetics, contraception, and abstinence.</p> <p>Students will develop skills through student-centered learning activities and explorations as well as classroom instruction designed to further understand the Family Life Education curriculum.</p> <p>Successful completion of this course will be measured through individual and group projects, as well as teacher-generated assessments, including an optional CPR Certification Exam.</p> <p>This course will meet 5 days a week for one marking period and can be counted in fulfillment of local and New Jersey State graduation requirements.</p>			

Course Title:	Health IV	Course Number:	944
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Grade(s):	12	Credits:	1.25
Prerequisites:	Successful Completion of Health III	Length:	1 Marking Period

Course Description:	
<p>Health IV is designed to reinforce topics in wellness addressed in previous years, as well as expose seniors to basic First Aid procedures and personal safety topics.</p> <p>This course requires students to identify ways to prevent injury or illness, recognize when an emergency has occurred, and take necessary emergency action steps to provide basic care for injury or illness until medical help can be reached.</p> <p>Students will develop skills through student-centered learning activities and explorations as well as classroom instruction designed to further understanding of the standard First Aid practices and personal safety topics.</p> <p>Successful completion of this course will be measured through individual and group projects, as well as teacher-generated assessments.</p> <p>This course will meet 5 days a week for one marking period and can be counted in fulfillment of local and State graduation requirements</p>	

Course Title:	Physical Education I	Course Number:	931
Grade(s):	9	Credits:	3.75
Prerequisites:	None	Length:	3 Marking Periods

Course Description:	
<p>Physical Education I is designed to enable students to meet the New Jersey State requirement for graduation through a well-balanced program of physical and wellness activities.</p> <p>This course requires that freshmen demonstrate an understanding of the social, emotional, intellectual, and recreational benefits of lifelong physical activity.</p> <p>Students will build or develop skills through a variety of team and individual fitness activities that are part of an introductory program.</p> <p>Successful completion of this course will be measured by demonstrating a proficiency in a variety of skills and physical education/academic areas including the President's Physical Fitness Challenge, teacher-created assessments, and individual and group projects.</p> <p>This course will meet 5 days a week and can be counted in fulfillment of local and New Jersey State graduation requirements.</p>	

Course Title:	Physical Education II	Course Number:	932
Grade(s):	10	Credits:	3.75
Prerequisites:	Physical Education I	Length:	3 Marking Periods

Course Description:
Physical Education II is designed to enable students to meet the New Jersey State requirement for graduation through a well-balanced program of physical and wellness activities.
This course requires that sophomores demonstrate an understanding of the social, emotional, intellectual, and recreational benefits of lifelong physical activity.
Students will build skills through a variety of team and individual fitness activities that are part of a continued program.
Successful completion of this course will be measured by demonstrating a proficiency in a variety of skills and physical education/academic areas including the President's Physical Fitness Challenge, teacher-created assessments, and individual and group projects.
This course will meet 5 days a week and can be counted in fulfillment of local and New Jersey State graduation requirements.

Course Title:	Physical Education III	Course Number:	933
Grade(s):	11	Credits:	3.75
Prerequisites:	Physical Education II	Length:	3 Marking Periods

Course Description:
Physical Education III is designed to enable students to meet the New Jersey State requirement for graduation through a well-balanced program of physical and wellness activities.
This course requires that juniors demonstrate an understanding of the social, emotional, intellectual, and recreational benefits of lifelong physical activity.
Students will build skills through a variety of team and individual fitness activities that are part of a program that progresses in scope and intensity.
Successful completion of this course will be measured by demonstrating a proficiency in a variety of skills and physical education/academic areas including the President's Physical Fitness Challenge, teacher-created assessments, and individual and group projects.
This course will meet 5 days a week and can be counted in fulfillment of local and New Jersey State graduation requirements.

Course Title:	Physical Education IV	Course Number:	934
Grade(s):	12	Credits:	3.75
Prerequisites:	Physical Education III	Length:	3 Marking Periods

Course Description:

Physical Education IV is designed to enable students to meet the New Jersey State requirement for graduation through a well-balanced program of physical and wellness activities.

This course requires that seniors demonstrate an understanding of the social, emotional, intellectual, and recreational benefits of lifelong physical activity.

Students will build skills through a variety of team and individual fitness activities that are part of a program that progresses in scope and intensity.

Successful completion of this course will be measured by demonstrating a proficiency in a variety of skills and physical education/academic areas including the President's Physical Fitness Challenge, teacher-created assessments, and individual and group projects.

This course will meet 5 days a week and can be counted in fulfillment of local and New Jersey State graduation requirements.

Mathematics

Department Description

The Mathematics program in grades 9 through 12 is designed to provide the opportunity for all students to develop a strong foundation in mathematics and become effective logical thinkers. The sequence of courses available to students ranges from Algebra I and Geometry, which fulfill state graduation requirements, to courses that prepare for or include the study of advanced college level mathematics, such as Calculus and Statistics.

The Mathematics Department curriculum emphasizes thinking skills through a balance of number sense, computation, logic and reasoning, analysis, mathematical modeling, problem solving, and technology. The teachers of the mathematics department provide instruction that engages and challenges students in learning environments that are encouraging and developmentally appropriate.

Because of the sequential nature of mathematics, many courses require prerequisites in addition to teacher recommendation. Course recommendations, including those necessary for honors placement, are based on concrete data such as marking period grades and common assessment scores. Students are encouraged to adhere to the course sequence suggested by the teachers in the Mathematics Department.

The teachers of the Mathematics Department are available to provide students with assistance on homework assignments and work missed due to absence. These services are available during every period of the school day in the Math Resource Room. Students may also seek assistance in the Math Resource Room during study hall or lunch periods. Teachers are available for extra help before and after school in their assigned classrooms.

Course Descriptions

Course Title:	Algebra I, Part 1	Course Number:	308, 4308, 8308
Grade(s):	9	Credits:	5
Prerequisites:	Pre-Algebra	Length:	Full Year

Course Description:

Algebra I, Part 1 is the first of two courses designed for freshmen who will complete the study of Algebra I over a two-year period. Instruction is tailored for students who may need additional reinforcement and practice of skills.

This course will require students to review the concepts, principles, and procedures developed in previous math and pre-algebra courses. Course topics that follow will include the first half of the fundamentals of a standard algebra course. Students will perform operations with real numbers and variable expression and will solve problems involving ratio, rates, and percents. Students will learn and develop linear equation and inequality problem-solving techniques. They will use coordinate geometry to extensively study the concept of slope and methods for graphing linear functions. Investigations and applications of basic concepts to verbal problems will be utilized throughout the course with an emphasis on the development of problem solving ability. The use of scientific calculators will be permitted and implemented into the course.

Students will also review skills and problem solving strategies in preparation for standardized and required assessments.

Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in Algebra I.

Course Title:	Algebra I, Part 2	Course Number:	309, 4309, 8309
Grade(s):	10	Credits:	5
Prerequisites:	Pre-Algebra	Length:	Full Year

Course Description:

Algebra I, Part 2 is the second of two courses designed for students who will complete the study of Algebra I over a two-year period. Instruction is tailored for students who may need additional reinforcement and practice of skills.

This course will require students to review the concepts, principles, and procedures developed in Algebra I, Part 1. Course topics that follow will include the second half of the fundamentals of a standard algebra course. Students will perform operations with polynomials, exponents, radicals, and rational expressions. Students will extend equation solving techniques to include systems of linear equations and inequalities, as well as quadratic, rational, and radical equations. Students will study and develop factoring techniques and further explore linear functions and coordinate geometry. Investigations and applications of basic concepts to verbal problems will be utilized throughout the course with an emphasis on the development of problem solving ability. The use of scientific calculators will be permitted and implemented into the course. Students will also review skills and problem solving strategies in preparation for standardized and required assessments.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in Algebra I.

Course Title:	Algebra I	Course Number:	312, 4312
Grade(s):	9	Credits:	5

Prerequisites:	Pre-Algebra Teacher Recommendation	Length:	Full Year
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Course Description:			
<p>Algebra I is designed for students who have successfully completed Pre-Algebra in the middle school and have demonstrated competency in mathematics necessary for the study of Algebra I within one school year.</p> <p>This course will require students to review the concepts, principles, and procedures developed in previous math and pre-algebra courses. Course topics that follow will include the fundamentals of a standard algebra course. Students will perform fundamental operations with real numbers, exponents, variables, polynomials, radicals, and rational expressions. Course content will also include coordinate geometry, factoring of polynomials, functions, and methods of solving linear, quadratic, and systems of equations and inequalities. Students will communicate ideas, describe relationships, and model situations using algebraic concepts and graphs. The use of correct mathematical terminology and notation will be practiced and emphasized. Applications will motivate all topics and the use of scientific calculators will be permitted and implemented into the course. Students will also review skills and problem solving strategies in preparation for standardized and required assessments.</p> <p>Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.</p> <p>This course will meet five days a week for the academic year and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in Algebra I.</p>			

Course Title:	Advanced Algebra I	Course Number:	311
Grade(s):	9	Credits:	5
Prerequisites:	Foundations of Algebra Teacher Recommendation	Length:	Full Year

Course Description:			
<p>Advanced Algebra I is designed for freshman who have demonstrated strong competency in the Foundations of Algebra course in the middle school and are prepared for extensive instruction in the structures of algebra.</p> <p>This course will require students to perform basic operations with real numbers, variables, exponents, polynomials, radicals, and rational expressions. Course content includes coordinate geometry, factoring of polynomials, solving of linear, quadratic, systems of equations and inequalities, and direct and inverse variation. Verbal problems and introductory geometry are integrated within each unit of study to emphasize the development of problem-solving abilities. Students will communicate ideas, describe relationships, and model situations using algebraic concepts and graphs. The use of correct mathematical terminology and notation will be practiced and emphasized. Students will be expected to complete mathematical computations without the use of a calculator and to use the language of mathematics with precision.</p>			

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in Algebra I.

Course Title:	Geometry	Course Number:	314, 4314, 8303
Grade(s):	10-11	Credits:	5
Prerequisites:	Algebra I	Length:	Full Year

Course Description:

Geometry is designed to emphasize the fundamentals and application of traditional Euclidean plane geometry, enriched by coordinate geometry, space geometry, and right triangle trigonometry.

This course requires students to extend the study of plane and spatial relationships studied in earlier grades through the application of inductive and deductive reasoning to defined terms, properties, postulates, and previously proven theorems. Topics will include properties of angles, perpendicular and parallel lines, triangles, quadrilaterals, polygons, circles, transformations, similarity, congruence, perimeter and area of two dimensional figures, and volumes of solids. While the proof will not be emphasized, alternate methods will be used to demonstrate theorems. Coordinate geometry will be implemented to clearly demonstrate geometric applications. Students will further develop arithmetic and algebraic skills through their application within the context of geometry. Real-life application of concepts will be integrated within each unit of study. Students will also review skills and problem-solving strategies in preparation for standardized and required assessments.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in geometry.

Course Title:	Advanced Geometry	Course Number:	313
Grade(s):	9-10	Credits:	5
Prerequisites:	Advanced Algebra I	Length:	Full Year

Course Description:

Advanced Geometry is designed for students who have successfully completed Advanced Algebra I. The formal study of the principles of logic in Algebra I forms the basis for the deductive reasoning development in geometry. The core of this course is traditional Euclidean geometry enriched by coordinate, space, and transformational geometry, as well as an in-depth exploration of the introductory topics in trigonometry.

This course requires students to extend the study of plane and spatial relationships studied in earlier grades through the application of inductive and deductive reasoning to define terms, properties, postulates, and previously proven theorems. Topics will include, but will not be limited to, properties of angles, perpendicular and parallel lines, triangles, quadrilaterals, polygons, circles, transformations, similarity, congruence, perimeter and area of two dimensional figures, and volumes of solids. Students will explore different forms of proof and will utilize and further develop algebraic skills through application within the context of geometry. Real life applications of concepts will be integrated within each unit of study.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in geometry.

Course Title:	Accelerated Geometry Honors	Course Number:	332
Grade(s):	9-10	Credits:	5
Prerequisites:	Accelerated Algebra I (Grade 7 or 8)	Length:	Full Year

Course Description:

Accelerated Geometry Honors is designed for students who have demonstrated superior ability in mastering the concepts of Algebra I before entering high school. This course offers a rigorous and in-depth curriculum in traditional Euclidean geometry enriched by the additions of coordinate, space, and transformational geometry, as well as trigonometry. This honors course stresses analytical thought and problem-solving with an emphasis on detailed analysis and the formal proof.

This course requires students to extend the study of plane and spatial relationships studied in earlier grades through the application of inductive and deductive reasoning to defined terms, properties, postulates, and previously proven theorems. Topics will include, but will not be limited to, properties of angles, perpendicular and parallel lines, triangles, quadrilaterals, polygons, circles, transformations, similarity, congruence, perimeter and area of two-dimensional figures, and volumes of solids. Various types of proof will be incorporated throughout the course. Students will extensively utilize algebraic skills through their application within the context of geometry. Real world problem-solving is emphasized in the study of each topic. Additional topics may include geometric probability and fractals.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year, and can be counted in partial

fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in geometry.

Course Title:	Algebra II	Course Number:	316, 8310
Grade(s):	11-12	Credits:	5
Prerequisites:	Geometry Teacher Recommendation	Length:	Full Year

Course Description:			
<p>Algebra II is designed for students who have successfully completed Algebra I and Geometry. The course aims to provide both a thorough review and reinforcement of algebraic skills and concepts from Algebra I and an extension of such topics into new and more advanced ideas.</p> <p>This course will require students to review and extend algebraic and equation-solving techniques for linear, quadratic, and rational equations, as well as for systems of equations. Students will use function notation and will extensively analyze and graph linear and quadratic functions. Real-life applications, particularly introductory topics in statistics, are integrated within each unit of study. Students will also review skills and problem-solving strategies in preparation for standardized and required assessments.</p> <p>Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.</p> <p>This course will meet five days a week for the academic year and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.</p>			

Course Title:	Advanced Algebra II	Course Number:	315
Grade(s):	10-11	Credits:	5
Prerequisites:	Advanced Geometry Teacher Recommendation	Length:	Full Year

Course Description:			
<p>Advanced Algebra II is designed for students who have demonstrated a strong background in both Algebra I and Geometry. This course aims to emphasize the accurate use of advanced algebraic skills and graphing techniques in order to develop the mathematical foundation that is essential for the study of advanced courses such as Math Analysis, Pre-Calculus, and Calculus.</p> <p>This course requires students to extend equation-solving techniques to include systems of equations and polynomial equations with irrational and complex roots. Polynomial and rational functions as well as conic sections and their related equations will be analyzed and graphed. The study of matrices will be extended to include multiplication as well as identity and inverse matrices. Students will formalize the approach to arithmetic and geometric series and sequences and begin the study of exponential and logarithmic functions. Students will develop skills through both algebraic techniques and graphing calculator methods. Real-life applications are integrated within each unit of study.</p>			

Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Accelerated Algebra II Honors	Course Number:	331
Grade(s):	9-10	Credits:	5
Prerequisites:	Accelerated Geometry Honors Teacher Recommendation	Length:	Full Year

Course Description:

Accelerated Algebra II Honors is designed for students who have demonstrated superior ability in both Algebra I and Accelerated Geometry, and would like to complete an AP Calculus course prior to the first semester of college. The instruction of all algebraic topics in this course is thorough, extensive, and presented at a competitive pace. This honors course emphasizes analytical thought, graphing, applications, and problem solving through an extended study of topics.

This course requires students to extend equation-solving techniques to include systems of equations and polynomial equations with irrational and complex roots. Polynomial, rational, exponential, radical, and logarithmic functions as well as conic sections and their related equations will be analyzed and graphed. The study of matrices will be extended to include multiplication as well as identity and inverse matrices. Students will formalize the approach to arithmetic and geometric series and sequences. Students will develop skills through both algebraic techniques and graphing calculator methods. Additional topics of study will include probability and counting, statistics, and topics in trigonometry.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Selected Topics in Mathematics	Course Number:	0318
Grade(s):	12	Credits:	5
Prerequisites:	Algebra II Teacher Recommendation	Length:	Full Year

Course Description:

Selected Topics in Mathematics is designed for seniors who have successfully completed

Algebra II. The course aims to begin with an extensive review of algebra and geometry concepts in preparation for college entrance exams such as the Scholastic Aptitude Test (SAT) and American College Testing (ACT) standardized tests in the fall. The course will then continue with the further development skills necessary for practical mathematics related to business and consumer affairs.

After students complete the standardized test review to meet college entrance requirements, they will explore mathematical applications in business and finance. Topics include, but are not limited to, investments, interest, credit cards, checking accounts, business types, stocks, bonds, taxes, annuities, loans, statistics, probability, permutations, and combinations.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Math Analysis	Course Number:	322
Grade(s):	11-12	Credits:	5
Prerequisites:	Algebra II or Advanced Algebra II and Teacher Recommendation	Length:	Full Year

Course Description:

Math Analysis is designed for students who have successfully completed an Algebra II course and wish to further develop a foundation in mathematics in preparation for further college coursework in math and related fields of study. Students who have demonstrated strong competency in Algebra II and students who have experienced difficulties in Advanced Algebra II may select this course. This course incorporates the extended study of advanced algebraic topics with introductory trigonometry.

This course will require students to review and extend important algebraic concepts from previous courses to further study function theory and families of functions. These functions will include linear, polynomial, rational, exponential, logarithmic, and trigonometric functions. Equation solving, graphing, and problem solving are emphasized throughout the course.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Pre-Calculus	Course Number:	329
Grade(s):	11-12	Credits:	5
Prerequisites:	Advanced Algebra II Teacher Recommendation	Length:	Full Year

Course Description:

Pre-Calculus is designed for students who have demonstrated a strong ability in mastering the

concepts of Advanced Algebra II and plan to take Calculus prior to the first semester of college. This curriculum involves the studies of all families of functions, trigonometry, analytical geometry, and the application of these topics in real-world problem solving.

Students will review, further develop, and extend the study of algebra and geometry concepts from previous courses in order to develop the essential mathematical background necessary for the study of calculus. Students will graph and analyze, in-depth polynomial, rational, radical, exponential, logarithmic, circular, and trigonometric functions, as well as conic sections. Students will build skills through both advanced algebraic techniques and graphing calculator methods. Students will begin the study of differential calculus of polynomial functions.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Advanced Mathematics Honors	Course Number:	333
Grade(s):	10-11	Credits:	5
Prerequisites:	Accelerated Algebra II Honors Teacher Recommendation	Length:	Full Year

Course Description:

Advanced Mathematics Honors is designed for students who have demonstrated superior ability in mastering the concepts of Accelerated Geometry and Accelerated Algebra II, and plan to take at least one AP Calculus course prior to the first semester of college. This curriculum is a rigorous study of all families of functions, trigonometry, analytical geometry, and the application of these topics in real-world problem solving.

Students will review, further develop, and extend the study of algebra and geometry concepts from previous courses in order to develop the essential mathematical background necessary for the study of calculus. Students will graph and analyze in-depth polynomial, rational, radical, exponential, logarithmic, circular, and trigonometric functions, as well as conic sections. Students will build skills through both advanced algebraic techniques and graphing calculator methods. Additional topics will include vectors and parametric equations. Students will begin the study of limits and differential calculus of polynomial functions.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Calculus Honors	Course Number:	335
Grade(s):	12	Credits:	5
Prerequisites:	Pre-Calculus Teacher Recommendation	Length:	Full Year

Course Description:

Calculus Honors is designed for seniors who have successfully completed Pre-Calculus and wish to begin the study of calculus prior to college without the pressure of an AP test at the end

of the course. The course aims to provide both a thorough review of the properties, algebra, graphs, and language of all functions, followed by an introduction to the concepts and applications of calculus.

Students will review all families of functions including those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. Students will apply limit theory and continuity to these functions and will begin an in-depth study of differentiation and integration techniques. Application of derivatives and integrals will be emphasized within their use in optimization, related rates, areas, and volumes of solids. Students will develop a solid background in the fundamentals of calculus so that they are prepared to further study the subject and related sciences in college.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	AP Calculus AB	Course Number:	334
Grade(s):	11-12	Credits:	5
Prerequisites:	Advanced Mathematics Honors Teacher Recommendation AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Calculus AB is designed for students who have demonstrated a superior and thorough knowledge of college preparatory mathematics including algebra, geometry, trigonometry, analytical geometry, and elementary functions. Before studying calculus, students must be familiar with the properties, algebra, graphs, and language of functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined.

Students will work with functions in a variety of ways including graphical, numerical, analytical, or verbal, and will make connections among these representations. Students will use advanced algebraic methods for differentiation and integration and will understand the relationship between the two, as expressed in The Fundamental Theorem of Calculus. Students will investigate applications of the derivative and of definite and indefinite integrals numerically and graphically, and will use both to solve a variety of problems. Graphing calculators will be used to help solve problems, experiment, and verify conclusions.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course will meet five days a week for the academic year, and can be counted in partial

fulfillment of the state-mandated fifteen (15) credits of mathematics. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester college-level calculus course. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	AP Calculus BC	Course Number:	337
Grade(s):	12	Credits:	5
Prerequisites:	AP Calculus AB Teacher Recommendation AP Recommendation Form and an Interview	Length:	Full Year

Course Description:
<p>AP Calculus BC is designed for students who have successfully completed AP Calculus AB and wish to extend the study of calculus beyond the AB course prior to college.</p> <p>Students will review and further develop differentiation and integration techniques utilized in Calculus AB and will explore additional solution techniques. Students will continue with the study of partial differentiation, multiple integrals, sequences, series, and vector and polar calculus. Graphing calculators are required for this course.</p> <p>Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.</p> <p>This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics. The content of Calculus BC is designed to qualify the student for placement and/or credit in a course that is one course beyond that granted for Calculus AB. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course.</p>

Course Title:	AP Statistics	Course Number:	336
Grade(s):	11-12	Credits:	5
Prerequisites:	Advanced Algebra II Teacher Recommendation AP Recommendation Form and an Interview	Length:	Full Year

Course Description:
<p>AP Statistics is designed for students who wish to complete studies equivalent to a one-semester, introductory, non-calculus based, college course in statistics. The course aims to introduce students to the major concepts and tools for collecting, analyzing and drawing</p>

conclusions from data.

This course will require students to explore data by describing patterns and departures from patterns. They will also plan and conduct a study involving sampling and experimentation. Students will use probability and simulation to explore random phenomena and anticipate patterns. Other topics involve statistical inference, where students will estimate population parameters and test hypotheses. Graphing calculators are required for this course.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics. Students who successfully complete the course and final exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course.

Course Title:	Mathematics Strategies 9	Course Number:	304
Grade(s):	9	Credits:	5
Prerequisites:	Teacher Recommendation	Length:	Full Year

Course Description:

Mathematics Strategies 9 is designed to provide preventive remediation for students who have been identified as partially proficient on the mathematics section of the NJ Assessment of Skills and Knowledge (NJASK) as well as the Pre-High School Proficiency Assessment (PHSPA). A math strategies course is taken in addition to another standard mathematics course.

Students will review concepts, skills, and problem solving strategies in preparation for the district's PHSPA 9 and/or the state mandated High School Proficiency Assessment (HSPA) in Grade 11. A proficient score on the HSPA assessment is required for high school graduation.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year and cannot be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Mathematics Strategies 10	Course Number:	305
Grade(s):	10	Credits:	5
Prerequisites:	Teacher Recommendation	Length:	Full Year

Course Description:

Mathematics Strategies 10 is designed to provide preventive remediation for students who have

been identified as partially proficient on the mathematics section of the NJ Assessment of Skills and Knowledge (NJASK) as well as the Pre-High School Proficiency Assessment (PHSPA). A math strategies course is taken in addition to another standard mathematics course.

Students will review concepts, skills, and problem solving strategies in preparation for the district's PHSPA 9 and/or the state mandated High School Proficiency Assessment (HSPA) in Grade 11. A proficient score on the HSPA assessment is required for high school graduation.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year and cannot be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Mathematics Strategies 10 (Zero Period)	Course Number:	307
Grade(s):	10	Credits:	1
Prerequisites:	Teacher Recommendation	Length:	6 weeks – Spring

Course Description:

Mathematics Strategies 10 is designed to provide preventive remediation for students who have been identified as partially proficient on the mathematics section of the NJ Assessment of Skills and Knowledge (NJASK), the Pre-High School Proficiency Assessment (PHSPA), or the High School Proficiency Assessment (HSPA). These courses are also open to students who wish to voluntarily participate in additional preparation for such assessments. A math strategies course is taken in addition to another standard mathematics course.

Students will review concepts, skills, and problem solving strategies in preparation for the district's PHSPA 10 and/or the state-mandated HSPA in Grade 11. A proficient score on the HSPA is required for high school graduation.

Successful completion of this course will be measured within a pass/fail grade scale through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for six weeks prior to the March assessments. This course cannot be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics. Students will receive a pass/fail grade for this course.

Course Title:	Mathematics Strategies 11	Course Number:	306
Grade(s):	11	Credits:	5
Prerequisites:	Teacher Recommendation	Length:	Full Year

Course Description:

Mathematics Strategies 11 is designed to provide preventive remediation for students who have been identified as partially proficient on the mathematics section of the NJ Assessment of Skills

and Knowledge (NJASK) as well as the Pre-High School Proficiency Assessment (PHSPA). A math strategies course is taken in addition to another standard mathematics course.

Students will review concepts, skills, and problem solving strategies in preparation for the district's PHSPA 9 and/or the state mandated High School Proficiency Assessment (HSPA) in Grade 11. A proficient score on the HSPA assessment is required for high school graduation.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year and cannot be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Mathematics Strategies 11 (Zero Period)	Course Number:	310
Grade(s):	11	Credits:	1
Prerequisites:	Teacher Recommendation	Length:	6 weeks – Spring

Course Description:

Mathematics Strategies 11 is designed to provide preventive remediation for students who have been identified as partially proficient on the mathematics section of the NJ Assessment of Skills and Knowledge (NJASK), the Pre-High School Proficiency Assessment (PHSPA), or the High School Proficiency Assessment (HSPA). These courses are also open to students who wish to voluntarily participate in additional preparation for such assessments. A math strategies course is taken in addition to another standard mathematics course.

Students will review concepts, skills, and problem solving strategies in preparation for the state-mandated HSPA in Grade 11. A proficient score on the HSPA is required for high school graduation.

Successful completion of this course will be measured within a pass/fail grade scale through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for six weeks prior to the March assessments. This course cannot be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics. Students will receive a pass/fail grade for this course.

Course Title:	Mathematics Strategies 12 (Zero Period)	Course Number:	317
Grade(s):	12	Credits:	1
Prerequisites:	Teacher Recommendation	Length:	6 weeks – Fall

Course Description:

Mathematics Strategies 12 is designed to provide preventive remediation for students who have been identified as partially proficient on the mathematics section of the NJ Assessment of Skills

and Knowledge (NJASK), the Pre-High School Proficiency Assessment (PHSPA), or the High School Proficiency Assessment (HSPA). These courses are also open to students who wish to voluntarily participate in additional preparation for such assessments. A math strategies course is taken in addition to another standard mathematics course.

Students will review concepts, skills, and problem solving strategies in preparation for the state-mandated HSPA. A proficient score on the HSPA is required for high school graduation.

Successful completion of this course will be measured within a pass/fail grade scale through teacher-generated assessments, projects, and assignments. Grade 12 students will be required to either meet proficiency levels on the HSPA or to successfully complete the Alternate High School Assessment (AHSA) in order to be eligible for graduation.

This course will meet five days a week for six weeks prior to the October HSPA. This course cannot be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics. Students will receive a pass/fail grade for this course.

Music Department

Department Description

The Music Department at Nutley High School gives students the opportunity to create, perform, critique and develop an understanding and respect for music in all its forms. Our philosophy is that music is an essential aspect of human existence and music education is therefore a crucial component to the total education of the students at Nutley High School. Our performance-based curriculum aims to equip students planning to study music in college with the foundation needed for success, as well as give students with other interests the opportunities only found through music learning and live performance.

Course Descriptions

Course Title:	Music Explorations	Course Number:	733
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Music Explorations is designed for students who want to explore introductory music topics and skills. The course incorporates a survey of music history and style, an introduction to basic keyboard (piano) skills, and introductory music technology projects.

Students will build, develop, and apply knowledge through the study of music history from medieval to contemporary times, build skills on the keyboard through routine practice and apply these and other skills to music technology projects.

Successful completion of this course is measured through class participation and on-going formal and informal assessments.

This course will meet five days a week and can be counted in fulfillment of the five (5) credits of the Visual and Performing Arts graduation requirement.

Course Title:	Academy of Fine and Performing Arts Seminar Honors	Course Number:	780
Grade(s):	10-12	Credits:	5
Prerequisites:	Application and Interview	Length:	Full Year

Course Description:

Academy of Fine and Performing Arts Seminar Honors is designed for students committed to pursuing the arts (music, theatre, fine art, and dance) at the college level.

This course provides a curriculum that enables students to develop a broader understanding of their roles as artists and how the different art genres and/or mediums relate. Students develop their individual art/music/dance skills, explore the artistic interests of their peers, gain an appreciation for art/music/dance history, and develop/refine audition and portfolio skills needed

for college applications, interviews, and auditions.

Successful completion of this course will be measured by class participation, listening exams, art critiques, performance critiques, performance assessments, and audition preparation readiness.

This course will meet five days a week and can be counted in fulfillment of the five (5) credits of the Visual and Performing Arts graduation requirement.

Course Title:	Choralettes	Course Number:	723
Grade(s):	9-12	Credits:	5
Prerequisites:	Audition	Length:	Full Year

Course Description:

Choralettes is designed for female students want to participate in a women’s choir and develop vocal technique and musicianship skills. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

This course requires students to perform with proper vocal technique, understand and apply music theory concepts, analyze and describe the historical and cultural context of music, utilize the expressive qualities of music, and demonstrate an ability to read music.

Students will develop skills through the study, analysis, and performance of treble/women’s choral repertoire and sight-singing exercises.

Successful completion of this course will be measured through class participation, repertoire and sight-singing testing, as well as performance assessments.

This course will meet five days a week and can be counted in fulfillment of the five (5) credits of the Visual and Performing Arts graduation requirement. This course also serves as a prerequisite for Concert Choir for all soprano and alto singers.

Course Title:	Concert Choir	Course Number:	725
Grade(s):	9-12	Credits:	5
Prerequisites:	Audition	Length:	Full Year

Course Description:

Concert Choir is designed for students who want to explore and perform varied and challenging choral repertoire in a large ensemble setting. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

This course requires students to take into account proper vocal production, theory/fundamentals, historical context, musical elements, and appropriate performance practice.

Students will build and develop music skills through the study, analysis and performance of a variety of choral repertoire ranging from the middle ages through modern/contemporary works.

Successful completion of this course will be measured through class participation, and part and theory assessment, as well as performance assessments.

This course will meet five days a week and can be counted in fulfillment of the five (5) credits of the Visual and Performing Arts graduation requirement.

Course Title:	Chamber Singers Honors	Course Number:	721
Grade(s):	10-12	Credits:	5
Prerequisites:	One year Concert Choir and an Audition	Length:	Full Year

Course Description:

Chamber Singers Honors is designed for students who want to explore and learn more difficult choral repertoire at a vigorous pace and perform frequently throughout the school year. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

This course requires students to perform with proper vocal technique, understand and apply music theory concepts, analyze and describe the historical and cultural context of music, utilize the expressive qualities of music, and demonstrate an ability to read music.

Students will develop skills through the study, analysis, performance, and critique of varied choral repertoire from the middle ages through modern/contemporary works.

Successful completion of this course will be measured through class participation, written/research assignments, part and theory testing, sight singing exams and performance assessments.

This course will meet five days a week and can be counted in fulfillment of the five (5) credits of the Visual and Performing Arts graduation requirement.

Course Title:	Concert Band	Course Number:	701
Grade(s)::	9-12	Credits:	5
Prerequisites:	Audition/Teacher Recommendation	Length:	Full Year

Course Description:	
<p>Concert Band is designed for music learning through instrumental performance. This course requires students to take into account proper instrumental technique, theory/fundamentals, historical context, musical elements, and appropriate performance practice. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.</p> <p>Students will build and develop skills through the study and performance of quality concert band repertoire from classic through modern/contemporary wind band works.</p> <p>Successful completion of this course will be measured by engaged class participation, and part and theory assessments, as well as performance assessments.</p> <p>This course will meet five days a week and can be counted in fulfillment of the five (5) credits of the Visual and Performing Arts graduation requirement.</p>	

Course Title:	Wind Ensemble Honors	Course Number:	0753
Grade(s):	10-12	Credits:	5
Prerequisites:	One year of Concert Band and an Audition	Length:	Full Year

Course Description:	
<p>Wind Ensemble Honors is designed with the emphasis on advanced music learning through performance.</p> <p>This course requires students to take into account proper instrumental technique, theory/fundamentals, historical context, musical elements, and appropriate performance practice. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.</p> <p>Students will build and develop skills through the study and performance of difficult wind band repertoire from classic through modern/contemporary wind band works. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.</p> <p>Successful completion of this course will be measured by engaged class participation, part and theory assessments, and performance assessments.</p> <p>This course will meet five days a week and can be counted in fulfillment of the five (5) credits of the Visual and Performing Arts graduation requirement.</p>	

Course Title:	Orchestra	Course Number:	750
Grade(s):	9-12	Credits:	5
Prerequisites:	Prior experience on an orchestral string instrument preferred	Length:	Full Year

Course Description:
Orchestra is designed for students who want to explore and learn both classic and modern orchestral literature, and to become more accomplished and well-rounded musicians on their respective instruments.
This course requires students to understand and apply music theory and fundamentals, musical elements, historical context, relation of music to the other arts, and appropriate performance practice. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.
Students will build and develop skills through the study and performance of orchestral literature for strings and full orchestra, from the baroque period through modern day.
Successful completion of this course will be measured through class participation and on-going part testing and skills assessments, as well as performance assessments.
This course will meet five days a week and can be counted in fulfillment of the five (5) credits of the Visual and Performing Arts graduation requirement.

Course Title:	Instrumental Music Lessons	Course Number:	760
Grade(s):	9-12	Credits:	1
Prerequisites:	Current enrollment in an Instrumental Ensemble	Length:	Full Year

Course Description:
Instrumental Music Lessons are guided small-group practice sessions designed as a lab course for Orchestra, Wind Ensemble, and Concert Band.
This course requires students to take into account proper instrumental sound and technique, theory/fundamentals, historical context, musical elements, and appropriate performance practice.
Students will develop the appropriate advanced musical technique necessary to be successful in Concert Band, Wind Ensemble, Marching Band, Jazz Band, and Orchestra.
Successful completion of this course will be measured by engaged class participation, and part and theory assessments.
This course will meet one day per week during the student's physical education class and can be counted as one (1) credit towards the fulfillment of the five (5) credits Visual and Performing Arts graduation requirement.

Course Title:	Jazz Lab	Course Number:	703
Grade(s):	9-12	Credits:	5
Prerequisites:	Audition	Length:	Full Year

Course Description:

Jazz Lab is designed to teach jazz literature through performance.

This course requires students to take into account proper instrumental technique, theory/fundamentals, historical context, musical elements, improvisation technique, and appropriate performance practice. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

Students will build and develop skills through the study and performance of multiple Jazz styles ranging from the roots of classic Jazz through modern/contemporary forms of Jazz fusion.

Successful completion of this course will be measured by engaged class participation, and part and theory assessments.

This course will meet five days a week and can be counted in fulfillment of the five (5) credits of the Visual and Performing Arts graduation requirement.

Course Title:	Music Fundamentals I	Course Number:	730
Grade(s):	9-12	Credits:	5
Prerequisites:	Teacher Recommendation	Length:	Full Year

Course Description:

Music Fundamentals I is designed to provide a fundamental understanding of music theory and music analysis. Through exercises, recreations, and analysis, students will identify musical concepts and construct a theoretical framework for comparison to modern musical trends.

Students will engage in the basics of rhythm and note reading, scales, intervals, harmony and usage. Technology will be used with a student-centered component that is project-based to reinforce aural and theoretical concepts.

Successful completion of this course will be measured by engaged class participation, project and performance assessments, as well as the application of music theory to performance practice.

This course will meet five days a week and can be counted in fulfillment of the five (5) credits of the Visual and Performing Arts graduation requirement.

Course Title:	Music Fundamentals II	Course Number:	732
Grade(s):	10-12	Credits:	5
Prerequisites:	Teacher Recommendation	Length:	Full Year

Course Description:

Music Fundamentals II is designed to study music from a theoretical perspective with a focus on the common practice period through the modern age. Through exercises, recreations, and

analysis, students will identify musical concepts and construct a theoretical framework for comparison to modern musical trends.

Students will engage in gestural and four-part harmonic analysis, chromaticism, 20th century music, a-tonality, and modern popular music. Technology projects will be incorporated to reinforce aural and theoretical concepts.

Successful completion of this course will be measured by engaged class participation, project and performance assessments, as well as the application of music theory to performance practice.

This course will meet five days a week and can be counted in fulfillment of the five (5) credits of the Visual and Performing Arts graduation requirement.

Science Department

Department Description

Science is systematic knowledge of the physical or material world gained through observation and experimentation. Science explores the living and physical world to provide explanation of objects, events in the universe, and the discovery of how things work. The Nutley High School Science Department is dedicated to educating students to recognize the importance of basic scientific research, the use of scientific knowledge in their everyday lives, and application of scientific concepts to other areas of their life. It is the goal of the Science Department staff to provide every student with scientific knowledge to prepare them for their life experiences.

Course Descriptions

Course Title:	AP Biology	Course Number:	441
Grade(s):	11-12	Credits:	6
Prerequisites:	Biology – A or better Biology Honors – B or better Chemistry – A or better Chemistry Honors – B or better Algebra II – A or better Algebra II Honors – B or better AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year of college. Some AP students, as college freshmen, are permitted to undertake upper-level courses in biology or to register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory science course and will be able to undertake other courses to pursue their majors.

AP Biology will include the topics regularly covered in a college biology course for majors. The textbooks used for AP Biology are those used by college biology majors and the labs done by AP students must be the equivalent of those done by college students. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in an AP Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details.

Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of

unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

The AP Biology Development Committee conducts college curriculum surveys of introductory biology courses for biology majors and develops the AP Biology Examination so that it is representative of the topics covered by the survey group. Accordingly, goals have been set for percentage coverage of three general areas:

- Molecules and Cells, 25%
- Heredity and Evolution, 25%
- Organisms and Populations, 50%

These three areas have been subdivided into major categories with percentage goals for each major category specified. The percentage goals will serve as a guide for designing an AP Biology course and may be used to apportion the time devoted to each category. The examination is constructed using the percentage goals as guidelines for question distribution.

This course meets six periods a week. Successful completion will be measured through laboratory performance assessment, critical thinking assessment, laboratory reports, tests, and Advanced Placement exam/final exam. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor. This course satisfies component C (lab/inquiry-based science class), and accounts for five (5) of the fifteen (15) necessary science credits required for graduation. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	AP Chemistry	Course Number:	440
Grade(s):	11-12	Credits:	6
Prerequisites:	Biology – A or better Biology Honors – B or better Chemistry – A or better Chemistry Honors – B or better Algebra II – A or better Algebra II Honors – B or better AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register for courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses.

AP Chemistry meets the objectives of a good general chemistry course. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college

course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. AP Chemistry will provide a laboratory experience equivalent to that of a typical college course.

To develop the requisite intellectual and laboratory skills, AP Chemistry students will have adequate classroom and laboratory time. It is expected that a minimum of 290 minutes per week will be allotted for an AP Chemistry course. Of that time, a minimum of 90 minutes per week, preferably in one session, should be spent in the lab. In addition, students will probably need to spend at least five hours a week studying outside of class.

The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. The advanced work in chemistry should not displace any other part of the student's science curriculum. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics.

This course meets six periods a week. Successful completion will be measured through laboratory performance assessments, critical thinking assessments, laboratory reports, tests, and Advanced Placement exam/final exam. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor. This course satisfies component C (lab/inquiry-based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	AP Environmental Science	Course Number:	442
Grade(s):	11-12	Credits:	6
Prerequisites:	Biology – A or better Biology Honors – B or better Chemistry – A or better Chemistry Honors – B or better Algebra II – A or better Algebra II Honors – B or better AP Recommendation Form and an Interview	Length:	Full Year

Course Description:
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. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes,

that cut across the many topics included in the study of environmental science including; science as a process, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans altering natural systems, environmental problems have a cultural and social context, and human survival depending on developing practices that will achieve sustainable systems.

This course meets six periods a week and successful completion will be measured through laboratory performance assessment, critical thinking assessment, laboratory reports, tests, and Advanced Placement exam/final exam. In order to be admitted to this class, students must obtain a recommendation form, and schedule an interview with the instructor.

This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course.

Course Title:	AP Physics B	Course Number:	443
Grade(s):	11-12	Credits:	6
Prerequisites:	Biology – A or better Biology Honors – B or better Chemistry – A or better Chemistry Honors – B or better Algebra II – A or better Algebra II Honors – B or better AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Physics B is designed to provide a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal course including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. However, AP Physics B provides a foundation in physics for students in the life sciences, premedicine, and some applied sciences, as well as other fields not directly related to science.

Successful completion will be measured through laboratory performance assessments, critical thinking assessments, laboratory reports, tests, and the Advanced Placement exam/final exam. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course meets six periods a week. This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation and project acceleration credits are available in conjunction with Seton Hall University. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course.

Course Title:	Biology	Course Number:	460, 4460, 8460
Grade(s):	9-12	Credits:	5
Prerequisites:	Proficient on Science Placement Test	Length:	Full Year

Course Description:			
<p>Biology is designed for students who want to study core biological principles including biochemistry, cellular processes, genetics, as well as an interconnecting study of organisms and their environment.</p> <p>This course requires students to understand life process, perform investigative laboratory activities, analyze scientific data, and apply biological principles to real life situations. Students will develop analytical skills through measuring, graphing, and use of microscopes and other scientific tools.</p> <p>Successful completion of this course will be measured through proficiency on the New Jersey Biology Competency Test and Nutley High School common biology content and performance assessment.</p> <p>This course will meet five days a week and students are required to take the New Jersey Biology Competency Test as part of this course. This course satisfies component A (laboratory biology), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.</p>			

Course Title:	Chemistry	Course Number:	420
Grade(s):	10-12	Credits:	6
Prerequisites:	Biology and Algebra I – A Advanced Algebra I – B or better	Length:	Full Year

Course Description:			
<p>Chemistry is designed for students who are interested in applying their mathematical skills in the context of science and wish to develop a basic understanding of chemistry.</p> <p>This course requires students to apply analytical skills, mathematical equations, and various problem-solving strategies to physical and chemical scientific concepts.</p> <p>Students will develop skills through problem-solving, using manipulative to explore theoretical concepts, manipulating scientific tools and instruments, and collaborating with peers during laboratory investigations.</p> <p>Successful completion of this course will be measured by performance on quizzes and tests, laboratory performance and analysis, class work, homework, as well as other projects and a final exam.</p> <p>This course will meet six periods a week and there will be sections offered during zero period.</p>			

This course satisfies component B (environmental science, chemistry, or physics), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Earth/Space Science	Course Number:	400/4400
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:			
<p>Earth/Space Science is designed for students who want to study all the facets of the planet earth and its relationship with the entire solar system. The spectrum of study will include the composition, structure, history and dynamics of the earth and its place in the solar system and universe. Learning through the use of models, hands-on demonstrations, experimentation, and web-based research will be included.</p> <p>This course requires students to analyze scientific data, interpret maps, forecast and predict weather, and investigate the solar system. Students will develop skills through measuring, graphing, building models, and analyzing scientific data.</p> <p>Successful completion of this course will be measured by the passing of a Space final common assessment given in early November.</p> <p>This course meets five periods during the week and students will also be given a final course assessment at the commencement of the school year. This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.</p>			

Course Title:	Environmental Science	Course Number:	401, 4401, 8407
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:			
<p>Environmental Science is designed for students who want to further explore the concepts of the earth and/or oceans as a living system. A more comprehensive examination of ecology with a focus on the consequences of human activities on the sustainability of that living system are presented and analyzed.</p> <p>This course requires students to evaluate and address the concepts of ecosystem, resources, energy, population dynamics, sources and effects of pollution, as well as ethical and sociological concerns.</p> <p>Students will develop skills through discussion/debate, group laboratory investigations, graphing of data, independent projects and research, as well as the reading and application of previous knowledge to real life situations.</p> <p>This course will meet five periods a week. Successful completion of this course will be</p>			

measured by successful completion of the Nutley High School environmental science course end of year assessment. This course satisfies component B (environmental science, chemistry, or physics) and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Forensic Science	Course Number:	450
Grade(s):	11-12	Credits:	5
Prerequisites:	Biology – C or better Chemistry – C or better	Length:	Full Year

Course Description:
<p>Forensic Science is designed for students who want to participate in a challenging curriculum designed to provide a solid scientific foundation in the basic principles of forensic science. Topics will range from basic metric measurement and scientific method to more complex concepts such as fingerprint and glass analysis, forensic toxicology and anatomy, to the ever increasing role of DNA in criminal investigation. This course is a full year in length in order to provide sufficient time to explore the various areas of general forensic science.</p> <p>This course requires students to pursue scientific experimentation using multiple scientific disciplines, demonstrate skills and laboratory techniques necessary to actively compete in a technology-based society, develop a solid understanding of a broad spectrum of scientific concepts and principals, and utilize both individual and group effort.</p> <p>Students will develop skills through extensive hands-on laboratory experiences, research into famous criminal cases and current forensic technology, projects and, written assessments.</p> <p>This course meets five periods a week and successful completion of this course will be measured by regular assessments, one project per semester, laboratory and criminal reports as well as the Nutley High School common forensic science assessment. This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.</p>

Course Title:	Forensic Science Honors	Course Number:	453
Grade(s):	11-12	Credits:	6
Prerequisites:	Biology Honors – A or better Biology – B or better Chemistry Honors – A or better Chemistry – B or better	Length:	Full Year

Course Description:

Forensic Science Honors is designed for students who want to participate in a more challenging and comprehensive curriculum. Topics include forensic toxicology, anatomy and decomposition, physical and chemical properties of evidence, tool marks and footprint analysis, DNA profiling, fingerprint analysis, document examination, explosives and arson. This course covers the same topics as Forensic Science but with more depth through inquiry and experimentation.

This course requires students to pursue scientific experimentation using multiple scientific disciplines during a dedicated laboratory period, demonstrate competency in advanced skills and laboratory techniques, develop a solid understanding of a broad spectrum of scientific concepts and principals, utilize both individual and group effort, research and produce criminal reports on student-generated experimental results.

Students will develop skills through extensive hands-on laboratory experiences during a dedicated laboratory period, extensive research into famous criminal cases, and current forensic technology and projects.

This course will meet for six periods per week and successful completion of this course will be measured through regular assessments, one project per semester, laboratory reports and criminal reports as well the Nutley High School common forensics assessment that includes laboratory (crime scene) performance assessments. In order to be admitted to this class, students must obtain a recommendation form, and schedule an interview with the instructor. This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Health Dynamics	Course Number:	436
Grade(s):	11 -12	Credits:	1
Prerequisites:	Must be taken in conjunction with Honors Human Physiology or Human Physiology	Length:	Full Year

Course Description:

Health Dynamics is designed as an orientation to health care and delivery and is designed specifically for students who are planning to pursue a career in the related medical fields.

This course requires students to understand the professional competencies, general issues and topics common to all health care providers. Emphasis will be placed on the role of the health care practitioner as both provider and consumer of health care services.

Students will develop skills needed for a career in health care through critical thinking, ethical reasoning, learning how to communicate effectively, and self-directed learning.

This course will meet one period a week (during zero period). Successful completion of this course will be measured through proficiency on the University of Medicine and Dentistry of New Jersey (UMDNJ) Dynamics of Health Care in Society Test and completion of ten shadowing hours. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

Course Title:	Chemistry Honors	Course Number:	422
Grade(s):	10-12	Credits:	6
Prerequisites:	Biology Honors – A or better Advanced Algebra – A or better Accelerated Algebra – B or better Teacher recommendation.	Length:	Full Year

Course Description:
<p>Chemistry Honors is designed for students who are interested in going into a field that requires an understanding of chemistry or want to learn chemical concepts in more depth while working through all phases of the scientific, analytical, and application processes.</p> <p>This course requires students to utilize chemical and physical principles and apply them to an understanding of the material world around them.</p> <p>Students will develop skills through problem solving, using manipulatives to explore theoretical concepts, using scientific tools, analyzing complex chemical processes, and applying concepts to other areas of science.</p> <p>Successful completion of this course will be measured by performance on quizzes, tests, laboratory performance and analysis, classwork, homework, projects, and a Nutley High School common assessment.</p> <p>This course will meet six periods a week. Some sections may meet during zero period. This course satisfies component B (environmental science, chemistry, or physics) and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.</p>

Course Title:	Human Physiology	Course Number:	434, 8434
Grade(s):	11-12	Credits:	5
Prerequisites:	Biology – C or better Chemistry – C or better Departmental Approval	Length:	Full Year

Course Description:
<p>Human Physiology is designed for students who want to learn about the organization of the human body, tissue and organ anatomy, as well as the functional design of major body parts.</p>

This course requires students to understand biological principles and apply them to mammalian anatomy.

Students will develop skills through a systematic approach that uses microscopic histology, dissection, and physiological investigations to support student understanding. Successful completion of this course will be measured by practical assessments, performance assessments, and the development of a portfolio lab book.

This course will meet five periods a week and satisfies component C (lab/inquiry based science class). It accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Human Physiology Honors	Course Number:	435
Grade(s):	11-12	Credits:	6
Prerequisites:	Biology – A- or better Biology Honors – B or better Chemistry – B or better Algebra II	Length:	Full Year

Course Description:

Human Physiology Honors is designed for students who want an in-depth study of the physical and chemical principles that govern the anatomy and function of the human body.

This course requires students to understand and apply the vocabulary of human anatomy and physiology; to analyze the different organ systems and relate them to their specific function; and to compare and contrast human anatomy and physiology with other animal species, particularly in the detailed mammalian study of cat physiology.

Students will develop skills through teacher-led lectures, examining different organ systems and tissues by dissection and microscopy, interpreting and explaining critical thinking questions related to specific organ systems by writing essays and short reports, and small group and individual examination of organ systems through written worksheets.

This class will meet six periods a week. Successful completion of this course will be measured by tests, quizzes, lab reports, lab practical examinations, classwork, and homework. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor. This course satisfies component C (lab/inquiry based science class). It accounts for five (5) out of fifteen (15) necessary science credits required for graduation. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	Biology Honors	Course Number:	462
Grade(s):	9	Credits:	6
Prerequisites:	Teacher Recommendation and Advanced Proficiency on the 8 th	Length:	Full Year

	grade placement test		
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Course Description:
<p>Biology Honors is designed for students who want to explore the abstract concepts of biology and incorporates a more in-depth practice of higher-level thinking skills, experimentation skills, and processing skills. In addition to the requirements of Biology, Honors Biology requires students to analyze essential questions and support their analysis with data, design their own experimental procedures, formulate hypotheses, interpret collected data, revise predictions based on observed data, sketch observations, and create conclusions based on collected data.</p> <p>Students will develop analytical skills through measuring, graphing, and use of microscopes and other scientific tools. Successful completion of this course will be measured through proficiency on the New Jersey Biology Competency Test and Nutley High School common biology content and performance assessment. In addition, students will be required to complete quarterly projects, which may include (but is not limited to) formal laboratory reports, presentations, and portfolios.</p> <p>This course will meet six periods a week and students are required to take New Jersey Biology Competency Test as part of this course. This course satisfies component A (laboratory biology) and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.</p>

Course Title:	Physical Science	Course Number:	410, 8410
Grade(s):	10-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:
<p>Physical Science is designed to introduce students to the major concepts of physics and chemistry as these disciplines relate to the physical world around them. It involves the learning of concepts such as properties of matter, atomic theory, periodic law, energy, heat energy, forces and motion, machines and work, sound, electromagnetic waves, static electricity, electrical circuits, and magnetism.</p> <p>This course requires students to understand basic physical and chemical science concepts, perform investigative laboratory activities, analyze scientific data, and apply physical science principles to real life situations. Emphasis is placed on the ability to use critical thinking skills, laboratory apparatus properly, and to express ideas effectively. Learning through the use of models, hands-on activities, experimentation, and web-based research will be included.</p> <p>Successful completion of this course will be measured through performance assessments such as tests, quizzes, laboratory portfolio, notebook completion, and research-based projects.</p> <p>This class meets for five periods a week. This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.</p>

Course Title:	Marine Science	Course Number:	452
Grade(s):	10-12	Credits:	5
Prerequisites:	Biology, Chemistry	Length:	Full Year

Course Description:
<p>Marine Science is designed for those students who want to study the geophysical and living components of the marine ecosystem.</p> <p>This course requires students to utilize and apply biological and physical theories to one of the most diverse, productive, and interesting biomes on the planet.</p> <p>Successful completion of this course will be measured through performance assessments of investigative lab activities, tests, classwork, homework, participation, and research projects, as well as a final exam.</p> <p>This class meets for five periods a week. This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.</p>

Course Title:	Microbiology	Course Number:	414, 4414
Grade(s):	10-12	Credits:	5
Prerequisites:	Biology	Length:	Full Year

Course Description:
<p>Microbiology is designed for students who want to acquire knowledge concerning bacteria, viruses, and other microorganisms. Important topics discussed are microorganism structure and life processes, the role of microorganisms in disease, immunological response to microorganisms, and means of controlling microorganisms through cleaning, sterilization, or medical treatment.</p> <p>This course requires students to understand how bacteria and other microorganisms live, evolve, and infect hosts. Students will perform many experiments where they will apply their newly gained knowledge and utilize aseptic techniques. They will analyze data from their experiments and report the data accurately and concisely, as would be done in an actual lab setting. This course is applicable for students wishing to pursue a career in medicine, research, or culinary arts, or any student wanting to further their scientific knowledge of microbes.</p> <p>Students will develop skills by completing full experiments from start to finish. It is a hands-on, lab-oriented class. Students will plan experiments, prepare necessary solutions, grow bacterial cultures, investigate different conditions, record and analyze data, make conclusions, and summarize their findings in lab reports.</p> <p>The course will meet for five periods a week. Successful completion of this course will be measured by unit assessments, completeness of laboratory notebooks, creation of a 10 minute PowerPoint presentation, and a comprehensive final assessment. This course satisfies</p>

component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Physics	Course Number:	430
Grade(s):	10-12	Credits:	6
Prerequisites:	Biology – A Algebra I – A Advanced Algebra I – B or better	Length:	Full Year

Course Description:			
<p>Physics is designed for students who are interested in learning the subject using a conceptual approach with a less rigorous mathematical component.</p> <p>This course requires students to apply analytical skills, measurement skills, basic algebra operations, simple mathematical calculations, and problem-solving skills while learning the laws of physics.</p> <p>Students will develop an understanding through problem-solving, using scientific apparatus and instruments, comparing results, analyzing lab results, and interacting with classmates during laboratory investigations. Successful completion of this course will be measured by performance on quizzes, tests, laboratory performance and analysis, classwork, homework, classroom discussions, projects, and a final exam.</p> <p>This course meets six periods a week and sections may be offered during zero periods. This course satisfies component B (environmental science, chemistry, or physics), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.</p>			

Course Title:	Physics Honors	Course Number:	431
Grade(s):	10-12	Credits:	6
Prerequisites:	Biology Honors – A Advanced Algebra – A Accelerated Algebra – B or better Teacher recommendation	Length:	Full Year

Course Description:			
<p>Physics Honors is a course designed for students who are interested in pursuing future studies in the sciences and have a strong mathematical background. It is an appropriate prerequisite course for the AP B physics course given at Nutley High School or for a college level introductory physics course. The course is mathematically rigorous with extensive use of algebra and basic trigonometry.</p>			

This course requires students to apply analytical skills, measurement skills, algebra and trigonometry operations, involved mathematical calculations, and problem-solving skills while learning the laws of physics. Complex problems involving multiple concepts are routinely assigned. Students will develop an understanding through problem-solving, using scientific apparatus and instruments, comparing results, analyzing lab results, and interacting with classmates during laboratory investigations. Successful completion of this course will be measured by performance on quizzes, tests, laboratory performance and reports, class work, homework, classroom discussions, projects, and a final exam.

This course will meet six periods a week and may be offered during zero periods. This course satisfies component B (environmental science, chemistry, or physics), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Social Studies Department

Department Description

The goal of the social studies department is as old as the American experiment in public education, in that it seeks to educate future citizens for effective participation in our democracy. To this end, the department offers a multi-level program in American history that fulfills the two-year state requirement in this field. Recognizing that the decisions taken by our citizens affect the rest of the world, the department also offers a study of world history that satisfies the state requirement of five credits in global studies. With a world to explore, the department seeks to make the past come alive through *The Archaeology of the Ancient World* and *European History*. Exposure to the contemporary social sciences can be obtained by enrolling in *Sociology* or *Macroeconomics*. Students wishing to gain Advanced Placement credits for college can attempt to do so by taking *AP United States History*, *AP Government and Politics*, *AP Macroeconomics*, and/or *AP Human Geography*.

Course Descriptions

Course Title:	World History	Course Number:	201, 4201, 8211
Grade(s):	9	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

World History aims to provide students with the knowledge and skills necessary to serve as effective and informed citizens of the United States and the global community.

This course requires students to utilize the social sciences of geography, history, economics and political science to analyze the factors contributing to the creation of the modern world, and to articulate informed positions on contemporary issues. Students will also be expected to evaluate the historical record for bias and competing cultural perspectives. The year A.D. 1300 will serve as the approximate start of the chronological study. This study will build upon the concepts of core regions and multiple causation of historical events.

Students will build or develop skills through spatial analysis of geographic information, the interpretation of documents and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations.

Successful completion of this course will be measured by projects, presentations, tests, and research papers. The completion of a formal research paper, in conjunction with the Library Skills Curriculum, is mandated for completion of the course.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, five (5) of which must be in world history.

Course Title:	World History Honors	Course Number:	205
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Grade(s):	9	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:			
<p>World History Honors aims to provide students with the knowledge and skills necessary to serve as effective and informed citizens of the United States and the global community.</p> <p>This course requires students to utilize the social sciences of geography, history, economics and political science to analyze the factors contributing to the creation of the modern world, and to articulate informed positions on contemporary issues. Students will also be expected to evaluate the historical record for bias and competing cultural perspectives. The year AD 1300 will serve as the approximate start of the chronological study. This study will build upon the concepts of core regions and multiple causation of historical events. An introduction to the problems of historiography will provide the context for the evaluation of different interpretations by historians.</p> <p>Students will develop skills through spatial analysis of geographic information, the interpretation of documents and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations.</p> <p>Successful completion of this course will be measured by projects, presentations, tests, document-based questions, and research papers. The completion of a formal research paper, in conjunction with the Library Skills Curriculum, is mandated for completion of the course.</p> <p>This course will meet five days a week for the academic year and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, five (5) of which must be in world history.</p>			

Course Title:	US History I	Course Number:	242
Grade(s):	10	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:			
<p>United States History I is designed to provide students with the necessary knowledge and skills to serve as active and informed citizens of a vibrant American democracy.</p> <p>This course requires students to develop a working historical knowledge of the origins of the American Republic by offering differing, scholarly versions of the American founding and the impact that the denial of freedom and its reconciliation had on our nation's development. Changing perspectives on the Constitution and the expansion of freedom within an ever more diverse population will serve as organizing concepts for the course. Students will also utilize the social sciences of economics, political science, and geography to inform their analysis of the founding and expansion of the American nation. The course will commence with the "collision of three worlds" and conclude with the study of an industrializing nation emerging from the turmoil of Reconstruction.</p>			

Students will develop skills through the interpretation of documents and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations. Students will also utilize geography skills to analyze the transformation of core regions and the importance of movement in the growth of the American nation.

Successful completion of this course will be measured by projects, presentations, tests, document-based questions, and research papers. The completion of a formal research paper is expected.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, specifically satisfaction of the requirement of two years of study of American history.

Course Title:	US History I Honors	Course Number:	244
Grade(s):	10	Credits:	5
Prerequisites:	World History – A World History Honors – B+ or better and/or Teacher Recommendation.	Length:	Full Year

Course Description:

US History I Honors is designed to provide students with the necessary knowledge and skills to serve as active and informed citizens of a vibrant American democracy.

This course requires students to develop a working historical knowledge of the origins of the American Republic by offering differing, scholarly versions of the American founding and the impact that the denial of freedom and its reconciliation had on our nation’s development. In addition, the honors program will serve as the first year of study for AP United States History, and develop the concepts and analytical skills required for success on the AP exam. Changing perspectives on the Constitution and the expansion of freedom within an ever more diverse population will serve as organizing concepts for the course.

Students will also utilize the social sciences of economics, political science, and geography to inform their analysis of the founding and expansion of the American nation. The course will commence with the “collision of three worlds” and conclude with the study of an industrializing nation emerging from the turmoil of Reconstruction.

Students will develop skills through the interpretation of documents and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations. Careful attention will be given to the detection of perspective and bias in documents, and to the understanding of the basic principles of historiography. Students will also utilize geography skills to analyze the transformation of core regions and the importance of movement in the growth of the American nation.

Successful completion of this course will be measured by projects, presentations, tests,

document-based questions, and research papers. The completion of a formal research paper and/or book review each marking period is required.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, specifically satisfaction of the requirement of two years of study of American history.

Course Title:	United States History II	Course Number:	254, 4254, 8254
Grade(s):	11	Credits:	5
Prerequisites:	United States History I	Length:	Full Year

Course Description:

United States History II is designed to provide students with the necessary knowledge and skills to serve as active and informed citizens of a vibrant American democracy.

This course requires students to develop a working historical knowledge of modern America and the transformation of the nation into a global power. Changing perspectives on the Constitution and the expansion of freedom within an ever more diverse population will serve as organizing concepts for the course.

Students will utilize relevant concepts from the social sciences of economics, political science, and geography as they analyze the expansion of civil and economic rights, and the role of the United States in global affairs. The course will commence with the development of an industrial economy and conclude with the contemporary era.

Students will develop skills through the interpretation of documents and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations. Students will also utilize geography skills to analyze the transformation of core regions and the importance of movement in the growth of the American nation.

Successful completion of this course will be measured by projects, presentations, tests, document-based questions, and research papers. The completion of a formal research paper is expected.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, specifically satisfaction of the requirement of two years of study of American history.

Course Title:	US History II Honors	Course Number:	256
Grade(s):	11	Credits:	5
Prerequisites:	US History – A	Length:	Full Year

	US History I Honors – B+ or better and/or Teacher Recommendation		
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Course Description:	
<p>United States History II Honors is designed to provide students with the necessary knowledge and skills to serve as active and informed citizens of a vibrant American democracy.</p> <p>This course requires students to develop a working historical knowledge of modern America and the transformation of the nation into a global power. Changing perspectives on the Constitution and the expansion of freedom within an ever more diverse population will serve as organizing concepts for the course. Students will utilize relevant concepts from the social sciences of economics, political science, and geography as they analyze the expansion of civil and economic rights, and the role of the United States in global affairs. Careful attention will be given to the principles of historiography and the identification of perspective and bias in historical works. The course will commence with the development of an urban, industrial economy, and conclude with the contemporary era.</p> <p>Students will develop skills through the interpretation of documents and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations. Students will also utilize geography skills to analyze the transformation of core regions and the importance of movement in the growth of the American nation.</p> <p>Successful completion of this course will be measured by projects, presentations, tests, document-based questions, and research papers. The completion of a formal research paper and/or book review each marking period is required.</p> <p>This course will meet five days a week for the academic year and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, specifically satisfaction of the requirement of two years of study of American history.</p>	

Course Title:	AP United States History	Course Number:	257
Grade(s):	11	Credits:	5
Prerequisites:	United States History I Honors – B+ or better AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP United States History is designed to provide students with the necessary knowledge and skills to serve as active and informed citizens of a vibrant American democracy and to help them prepare for the AP United States History examination.

This course requires students to develop a working historical knowledge of modern America and the transformation of the nation into a global power. Changing perspectives on the Constitution and the expansion of freedom within an ever more diverse population will serve as organizing concepts for the course. Students will utilize relevant concepts from the social sciences of economics, political science, and geography as they analyze the expansion of civil and economic rights, and the role of the United States in global affairs. Careful attention will be given to the principles of historiography and the identification of perspective and bias in historical works. Students are expected to become proficient in the interpretation of primary source documents in preparation for the document-based questions (DBQ) section of the AP exam. The course will commence with the development of an urban, industrial economy, and conclude with the contemporary era. A review of the content from United States History I Honors will be provided prior to the AP examination.

Students will develop skills through the interpretation of documents and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations. Students will also utilize geography skills to analyze the transformation of core regions and the importance of movement in the growth of the American nation.

Successful completion of this course will be measured by projects, presentations, tests, DBQs, and research papers. The completion of a formal research paper and/or book review each marking period is required. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, specifically satisfaction of the requirement of two years of study of American history. Students are encouraged to take the AP exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course.

Course Title:	Archaeology of the Ancient World	Course Number:	263
Grade(s):	10-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Archaeology of the Ancient World is designed for students who want to explore the mysteries

of the ancient world and the questions raised by the archaeological record.

This course is an exploration of the ancient past through the sites, artifacts, records, and mysteries of the centuries before the Common Era. Students will learn the methods of the archaeologist and investigate sites and digs through virtual tours, archaeological records, art, documents, and artifacts. The primary focus of the course will be the civilizations of the Fertile Crescent, Egypt, Crete, Greece, and Rome. Field trips to local museums to examine actual remnants of these cultures will be incorporated into the instructional activities.

Students will develop skills through excavation of mock archaeological sites, virtual archaeological tours, interpretation of documents and artifacts, creation of replica pottery and artifacts, readings, and presentations.

Successful completion of this course will be measured through the creation of reports on the excavations, presentations, debates, tests, quizzes, and the creation of replica pottery and artifacts.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement.

Course Title:	European History	Course Number:	214
Grade(s):	10-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

European History is designed for students who want to explore the foundations of Western civilization and culture and how this dynamic tradition has shaped modern history and the contemporary world.

This course enables students to identify the origins of Western civilization as it arose on the European continent, and how this dynamic civilization shaped the contemporary world. Commencing with a brief review of the Classical origins of Western culture, the course will focus on the profound transformations resulting from the Middle Ages and the Renaissance. Students will also study the conflict between absolutism and constitutionalism, the rise of revolutionary movements and nationalism, and the problem of totalitarianism during the twentieth century. The course will conclude with an examination of the current European Union.

Students will develop skills through the interpretation of primary source documents and images, the reading of important historical works, debating issues, and the exploration of digital resources.

Successful completion of this course will be measured by tests, quizzes, projects, presentations, debates, and research papers.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement.

Course Title:	AP Government and Politics	Course Number:	259
Grade(s):	11-12	Credits:	5
Prerequisites:	B+ in the previous honors history course and/or teacher recommendation from a regular level course AP Recommendation Form and an Interview	Length:	Full Year

Course Description:
<p>AP Government and Politics is designed for students who want to develop the skills necessary to analyze and critique the institutions and processes of contemporary American government and to prepare for the AP Government and Politics examination.</p> <p>This course requires students to acquire college-level knowledge of the theoretical and constitutional foundations of American government, as well as the dynamics of the contemporary political process. The course will focus upon the institutions of American government, as well as political behaviors and the electoral process. Careful attention will be given to both formal and informal institutions of contemporary politics. Students will be expected to analyze important judicial decisions, and to apply these decisions to their comprehension of evolving perspectives on the nature of the Constitution and the role of government, as well as the denial and expansion of freedom during various eras in American history. The course is designed to provide students with the requisite knowledge and analytical skills to pass the AP Government and Politics examination.</p> <p>Students will develop skills through the analysis of documents, charts, data and court decisions, the creation of budgets, model government hearings and institutions, debates, presentations, projects, the composition of research and position papers, and field studies, as appropriate.</p> <p>Successful completion of this course will be measured by assessment of model government activities and debates, tests, projects, presentations, and research and position papers. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.</p> <p>This course will meet five days a week for the academic year and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course.</p>

Course Title:	AP Human Geography	Course Number:	264
Grade(s):	11-12	Credits:	5
Prerequisites:	Previous History Honors – B+ or better AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Human Geography is designed for students who want to acquire a first-year college level content knowledge of Human Geography and the interactions of humans with their environments, as well as the skills necessary to pass the AP Human Geography examination.

This course requires students to focus on the distribution, processes, and effects of human populations on a global scale. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the context of both the United States and New Jersey. Digital and Internet activities and Geographic Information Systems/Global Positioning Systems (GIS/GPS) technology will be used to augment the student learning experience. Field studies will also be incorporated as appropriate to reinforce the comprehension of key Human Geography concepts.

Students will develop skills through the use of GIS and data analysis, field studies, mapping projects, readings, and the interpretation of documents and images.

Successful completion of this course will be measured by tests, quizzes, projects, maps, presentations, and research papers, as appropriate. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course.

Course Title:	Macroeconomics	Course Number:	262
Grade(s):	11-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Macroeconomics is designed for students who want to develop an introductory knowledge of the theory and principles of economics that affect the American economy.

This course requires students to develop the basic skills and concepts of economic analysis. The course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and the global economy. Contrary to its reputation as the "dismal science", Macroeconomics offers an exciting perspective on the choices that Americans make every day, and on the economic forces that affect our society. Specific case studies are utilized as appropriate, enabling students to access and utilize economic data in a variety of formats.

Students will develop skills through the economic analysis of charts, data, documents, and digital resources. This analysis will be informed by concepts and data derived from the social science disciplines of political science, geography, and history.

Successful completion of this course will be measured by tests, quizzes, student presentations,

collaborative projects, and research papers, as appropriate.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement.

Course Title:	AP Macroeconomics	Course Number:	260
Grade(s):	11-12	Credits:	5
Prerequisites:	Previous History Honors – B+ or better and/or teacher recommendation from a regular level course AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Macroeconomics is designed for students who want to develop a first-year college level knowledge of the theory and principles of economics that affect the American economy and to prepare for the AP Macroeconomics examination.

This course requires students to develop the basic skills and concepts of economic analysis. The primary focus of the course will be upon macroeconomics with special emphasis on basic economic concepts such as scarcity, supply and demand, specialization and comparative advantage, opportunity costs, national income and price determination, economic performance measures, factors affecting economic growth, and international economics. Contrary to its reputation as the “dismal science”, AP Macroeconomics offers an exciting perspective on the choices that Americans make every day and on the economic forces that affect our society. Specific case studies are utilized as appropriate, enabling students to access and utilize economic data in a variety of formats.

Students will develop skills through the economic analysis of charts, data, documents, and digital resources. This analysis will be informed by concepts and data derived from the social science disciplines of political science, geography, and history.

Successful completion of this course will be measured by tests, quizzes, student presentations, collaborative projects, and research papers, as appropriate. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	Sociology	Course Number:	258
Grade(s):	11-12	Credits:	5

Prerequisites:	None	Length:	Full Year
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Course Description:
<p>Sociology is designed for students who want to obtain an introductory knowledge of Sociology and to explore contemporary social issues from the perspective of the sociologist.</p> <p>This course requires that students apply the theories and methods of the sociologist to a study of contemporary issues. These issues will include culture and social norms, marriage and the family, race relations, conformity and deviance, and the influence of environment and heredity on the socialization process. Students will be expected to summarize the theories of important contributors to the field, such as Durkheim and Weber, and utilize these works as they analyze the causes of, and possible solutions to, current social concerns.</p> <p>Students will develop skills through readings, presentations, case studies, and field work and faculty-guided experiments, as appropriate.</p> <p>Successful completion of this course will be measured by presentations, debates, research papers, tests, quizzes, and position papers.</p> <p>This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement.</p>

Special Services Department

Department Description

The programs for special needs students at Nutley High School are designed to serve students with disabilities. The full array and continuum of programs and services in the least restrictive environment are available. Schedules for students are developed by the student, parents, case manager, and guidance counselors to meet individual student needs as prescribed in their Individual Education Program (IEP). Program options include fully mainstreamed with supplemental aides and services, in class support, replacement instruction and a self contained program. The New Jersey Core Curriculum Content Standards are addressed in all special education programs. Supplemental services include occupational, physical, and speech therapy. The department also provides a strong transition program with community-based supports for those students who require it.

Self-Contained Program Description

The Self-Contained Program provides a separate learning environment for students whose social, emotional, or behavioral needs require highly supportive and supervised special education services throughout the school day. This program is essentially a school-within-a-school. Students enrolled in the self-contained program receive instruction in several school settings within the regular high school building. Students in the self-contained program focus their attention on developing skills for meeting academic requirements, improving social interaction, and developing abilities to manage their behaviors within the high school environment.

Each self-contained class is taught by a certified special education teacher with the assistance of teacher's aides or paraprofessionals, where applicable. The self-contained program delivers instruction covering a broad range of regular education courses and remedial special education courses. A small staff-to-student-ratio allows students to receive both behavioral and academic interventions in a highly individualized and supportive environment. Students earn credit toward graduation for each course they successfully complete in the self-contained program.

Course Descriptions

Course Title:	Study Skills I	Course Number:	056
Grade(s):	9-12	Credits:	2.5
Prerequisites:	None	Length:	Half Year

Course Description:

Study Skills I is designed for students with disabilities who are currently enrolled in general education and inclusion class settings and want to improve their academic performance by learning and applying study skills.

The purpose of Study Skills I is to provide students with organization, time management, study strategies and skills, and to assist the student in applying these strategies and skills to other classes. **Study Skills is not a study hall.** While students may have time to work on

assignments from other classes, the focus is to build skills which will lead to independence in other classes. Students are expected to come to class each day with an agenda and materials necessary to complete assignments for Study Skills as well as other classes.

Lessons on a particular study skill or strategies are presented and followed by an assignment in which students apply the skill or strategy to their individual academic requirements. Handouts and completed assignments will be kept in a binder or folder that will be presented to the teacher weekly for grading. In addition, students will be afforded the opportunity to work on and receive support with assignments from other academic courses.

Successful completion of this course will be measured through the student's performance on study skills activities collected in the binder as well as through evidence of productivity with other course assignments.

This course will meet five days per week and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement.

Course Title:	Study Skills II	Course Number:	057
Grade(s):	9-12	Credits:	2.5
Prerequisites:	None	Length:	Half Year

Course Description:

Study Skills II is designed for students with disabilities who are currently enrolled in general education and inclusion class settings and want to improve their academic performance by learning and applying study skills.

The purpose of Study Skills II is to provide students with organization, time management and study strategies and skills, and to assist the student in applying these strategies and skills to other classes. **Study Skills is not a study hall.** While students may have time to work on assignments from other classes, the focus is to build skills which will lead to independence in other classes. Students are expected to come to class each day with an agenda and materials necessary to complete assignments for Study Skills as well as other classes.

Lessons on a particular study skill or strategies are presented and followed by an assignment in which students apply the skill or strategy to their individual academic requirements. Handouts and completed assignments will be kept in a binder or folder that will be presented to the teacher weekly for grading. In addition, students will be afforded the opportunity to work on and receive support with assignments from other academic courses.

Successful completion of this course will be measured through the student's performance on study skills activities collected in the binder as well as through evidence of productivity with other course assignments.

This course will meet five days per week and can be counted in partial fulfillment of the elective credits towards the 120-credit graduation requirement.

Course Title:	Office Skills	Course Number:	097
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Grade(s):	9-12	Credits:	5
Prerequisites:	Guidance Counselor or CST Member Recommendation	Length:	Full Year

Course Description:			
<p>Office Skills is designed for students who would like to assist in the various offices and/or the Media Center at Nutley High School. This course requires students to participate in numerous clerical tasks including collating, filing, photocopying, delivering messages, sorting, and other miscellaneous projects, as needed.</p> <p>Students will develop skills through interacting with the secretarial staff, faculty, and students while participating in this course. Students will engage in numerous activities as designated by the secretarial staff or librarian on a daily basis. Activities may vary from day-to-day. Students will be required to sign in at a designated area in each office.</p> <p>Successful completion of this course will be measured through workplace mentor evaluations (four times a year), job coach comments and observations (where applicable), and transition coordinator/SLE Teacher observations.</p> <p>This course will meet five days a week, during a designated class period and can be counted in partial fulfillment toward the 120-credit graduation requirement.</p>			

Visual Arts

Department Description

We believe that the Visual Arts are an important aspect of all cultural heritages and have a significant place in our everyday lives. Courses are designed to stimulate and develop creativity by providing a nurturing environment that promotes inquiry and to meet the needs and capabilities of the individual. The art program helps develop critical thinking skills, the visual training and techniques of art production, and aesthetic literacy by increasing students' perceptual awareness of art and helps develop their ability to organize, arrange and present work with critical thought. Students leave with an appreciation for cultural diversity and the role of art in their everyday lives. Visual Arts offerings include a comprehensive selection of courses for all students interested in the visual arts. Options include introductory level Art Fundamentals and Art I. Intermediate options include Art II, Advanced Art, and Portfolio Building. For students wishing to pursue the arts in-depth, AP offerings include Studio Art: Drawing, 2-D and 3-D. Our students participate in and receive honors in numerous art competitions and juried shows. Every individual needs to be provided with a balanced view of life experiences. The Art program at Nutley High School will provide an opportunity for positive character development in every student. Art nourishes personal growth and enhances the development of social, cognitive, physical, and communication skills.

Course Descriptions

Course Title:	Art Fundamentals	Course Number:	808
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Art Fundamentals is designed for students wanting the opportunity to explore various visual art forms, materials and techniques. This course examines the elements and principles of art and design through 2D and 3D approaches to creating and responding to visual arts.

This course requires students to use and manipulate diverse mediums in art. Students will connect, create, and use these learned life skills. Interdisciplinary connections and careers will be explored.

Students will build and develop skills through application of basic elements and principles of art and design. Both observational and fine motor skills will be developed through art and craft production.

Successful completion of this course will be measured through class participation and performance, written and verbal critiques, cooperative learning, leadership capabilities, studio responsibilities, quizzes, tests, and a final portfolio submission.

This course will meet five days per week and can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts or in partial fulfillment of state and local mandated twenty-five (25) credits of electives.

Course Title:	Art I	Course Number:	801
Grade(s):	9-12	Credits:	5
Prerequisites:	Teacher Recommendation and/or 7 th and 8 th grade art sequence	Length:	Full Year

Course Description:			
<p>Art I is designed for students who want to develop their critical and creative thinking skills as well as broaden their understanding and appreciation of the visual arts. This course will increase students' proficiency in art techniques and processes through two and three-dimensional work.</p> <p>This course requires students to scaffold learned skills from the middle school art sequence. Multiple uses and combinations of diverse art mediums will be explored to aid in the development of personal and visual power. Interdisciplinary connections and careers will be explored.</p> <p>Students will build and develop fine motor skills. Areas of concentration include inquiry and eye training technique, comprehensive understanding of personal and cultural metaphors, symbolism and allegory, abstract thinking, art production, art history, art criticism, aesthetics, presentation, exhibition, and critiques.</p> <p>Successful completion of this course will be measured through class participation and performance, written and verbal critiques, cooperative learning, leadership capabilities, studio responsibilities, quizzes, tests, and a final portfolio submission.</p> <p>This course will meet five days per week and can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts or in partial fulfillment of state and local mandated twenty-five (25) credits of electives.</p>			

Course Title:	Art II	Course Number:	802
Grade(s):	10-12	Credits:	5
Prerequisites:	Art I	Length:	Full Year

Course Description:			
<p>Art II is designed for students who want the opportunity to further develop their artistic skills through the use of advanced concepts and processes. This course builds upon the Art I foundation of art study through the elements and principles of design, drawing, painting, printmaking, and sculpture.</p> <p>This course requires students to explore, apply, and demonstrate various art processes and procedures through a wide range of art mediums and experiences. Students will investigate new mediums and techniques while focusing on compositional elements of design. Art II students will further experiment and create with specific mediums as well as subject matter to create a more in-depth development of personal style throughout the course.</p> <p>Students will develop skills through the application of course content by way of hands-on demonstrations, college presentations, classroom discussions and critiques, art making</p>			

experiences, and both individual and group projects.

Successful completion of this course will be measured through art production and growth, written and verbal critiques, sketchbook development, class participation, and a final portfolio submission.

This course will meet five days per week and can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts or in partial fulfillment of state and local mandated twenty-five (25) credits of electives.

Course Title:	Advanced Art	Course Number:	803
Grade(s):	11-12	Credits:	5
Prerequisites:	Art I and Art II	Length:	Full Year

Course Description:

Advanced Art is designed for students who want to be exposed to a comprehensive use of media and technique while developing personal and visual concentrations in their work. This course is built around a greater flexibility and fluent use of the elements of art and principles of design, color, theory, and vocabulary.

This course requires students to develop and employ advanced art processes and procedures through a wide range of art mediums and experiences in their portfolio. Students will analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two and three dimensional works of art, reflect upon the outcomes and revise their work; relate art to other disciplines, and discover opportunities for integration.

Students will build and develop art creation skills through hands-on demonstrations, experimentation, college presentations, art exhibitions, classroom critiques, art criticism, and individual portfolio development. Various art processes, procedures, and theories are presented in a problem-solving manner that allows for independent choices and personal solutions to problems.

Successful completion of this course will be measured through art production, written and verbal critiques, class participation, performance, cooperative learning, leadership capabilities, portfolio development, studio responsibilities, and final portfolio submission.

This course will meet five days per week and can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts or in partial fulfillment of state and local mandated twenty-five (25) credits of electives.

Course Title:	Portfolio Building	Course Number:	805
Grade(s):	11-12	Credits:	5
Prerequisites:	Advanced Art	Length:	Full Year

Course Description:

Portfolio Building is designed for students who want to develop and create a portfolio for entrance into a higher education art program or sequence into AP Studio Art. Students are exposed to a wide range of medium and breadth.

This course requires students to analyze and apply issues and skills related to form and subject matter while exploring art works created by contemporary and professional artists. Portfolio-building provides the opportunity for students to construct original ideas and formulate artwork to visually communicate them in two and three-dimensional mediums.

Students will build and develop skills through abstract thinking, art production, art criticism, aesthetics, presentation, art exhibits, and critiques. Students will design a portfolio based on a technical quality, personal style, direction, and its intended purpose.

Successful completion of this course will be measured through art production, written and verbal critiques, peer review critiques, class participation, performance, studio responsibilities, and a final portfolio submission.

This course will meet five days per week and can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts or in partial fulfillment of state and local mandated twenty-five (25) credits of electives.

Course Title:	AP Studio Art: Drawing	Course Number:	807
Grade(s):	11-12	Credits:	5
Prerequisites:	Advanced Art or Portfolio Building AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Studio Art: Drawing is designed for students who want a learning experience in drawing equivalent to that of an introductory college studio art course. This College Board program is based on the premise that high achieving secondary school students can successfully develop college-level work.

This course requires students to demonstrate and create different approaches to drawing while applying the elements and principles of design (line, shape, color, value, texture and composition) to develop a personal and visual concentration of their work. Students are required to explore a variety of mixed media and drawing techniques in order to develop technical skills and their own personal drawing style.

Students will build and develop skills through art production, art history, art criticism, aesthetics, presentation, community and global culture reflections, art exhibitions and critiques.

Successful completion of this course will be measured through an art portfolio production, written and verbal critiques, peer review critiques, class participation, performance, cooperative

learning, studio responsibilities, and a final portfolio submission. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course will meet five days per week and can be counted in fulfillment of the state mandated five (5) credits of Fine Arts or in partial fulfillment of state and local mandated twenty-five (25) credits of electives. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course.

Students are required to submit a portfolio of 24 original art productions along with a written assessment to the state college board for a final examination as part of this course.

Course Title:	AP Studio Art: 2-D	Course Number:	809
Grade(s):	11-12	Credits:	5
Prerequisites:	Advanced art or portfolio or graphic design AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Studio Art: 2-D is designed for students who want to have a learning experience in 2-D equivalent to that of an introductory college studio art course. This College Board program is based on the premise that high achieving secondary school students can successfully develop college-level work.

This course requires students demonstrate, implement and create artwork using a wide range of media including digital photography and computer-generated work. Students will explore multiple uses and combinations of mediums to develop a personal, visual concentration of their work. Students will be required to formulate original ideas and construct those ideas visually.

Students will build and develop skills through art production, art history, art criticism, aesthetics, presentation, community and global culture reflections, art exhibitions and critiques. Students will explore multiple uses and combinations of mediums. They will analyze and apply spatial issues with subject matter while they explore art works created by contemporary and professional artists.

Successful completion of this course will be measured through art portfolio production, written and verbal critiques, peer review critiques, class participation, performance, cooperative learning, studio responsibilities, and final portfolio submission. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course will meet five days per week and can be counted in fulfillment of the state mandated five (5) credits of Fine Arts or in partial fulfillment of state and local mandated twenty-five (25) credits of electives. Students are encouraged to take the AP exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for

the course.

Students are required to submit a portfolio of 24 original art productions along with a written assessment to the state college board for a final examination as part of this course.

Course Title:	AP Studio Art: 3-D	Course Number:	810
Grade(s):	11-12	Credits:	5
Prerequisites:	Advanced Art or Portfolio Building AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Studio Art: 3-D is designed for students who want to have a learning experience in 3-D equivalent to that of an introductory college studio art course. This College Board program is based on the premise that high achieving secondary school students can successfully develop college-level work.

This course requires students to demonstrate, apply and create artwork using a wide range of 3-D media. Students will explore multiple uses and combinations of mediums to develop a personal, visual concentration with their work. Students will be required to formulate original idea and construct those ideas visually.

Students will build and develop skill through art production, art history, art criticism, aesthetics, presentation, community and global visual culture reflections, art exhibitions and critiques. They will analyze and apply spatial issues with subject matter while they explore art works created by contemporary and professional artists.

Successful completion of this course will be measured through an art portfolio production, written and verbal critiques, peer review critiques, class participation, performance, cooperative learning, studio responsibilities, and a final portfolio submission. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course will meet five days per week for the academic year and can be counted in fulfillment of the state mandated five (5) credits of Fine Arts or partial fulfillment of state and local mandated 25 credits of electives. Students are encouraged to take the AP exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course.

Students are required to submit a portfolio of 24 original art productions along with a written assessment to the state college board for a final examination as part of this course.

Course Title:	Digital Photography and Design	Course Number:	656
Grade(s):	10-12	Credits:	5
Prerequisites:	Computer Applications	Length:	Full Year

Course Description:

Digital Photography and Design is designed for students who want to explore the world of digital photography. This course provides an introduction to the technology that is catapulting the photographic and design world into the 21st Century.

This course requires students to identify, explore, and apply functions of a digital camera, photography equipment and Adobe Creative Suite software programs. Students will discuss and employ commercial and personal applications of digital photography as well as generate and evaluate a personal portfolio of digital artwork.

Students will develop skills through application of course content by way of hands-on demonstrations, classroom discussions, photo taking opportunities, and individual project-based outcomes.

Successful completion of this course will be measured by class participation, lab work, quizzes, and a final portfolio submission.

This course will meet five days per week and can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts or in partial fulfillment of state and local mandated twenty-five (25) credits of electives.

Course Title:	Digital Photography II and Multimedia	Course Number:	657
Grade(s):	10-12	Credits:	5
Prerequisites:	Digital Photography and Design	Length:	Full Year

Course Description:

Digital Photography II and Multimedia is designed for students who want to expand their skill and knowledge of Digital Photography by combining camera manipulation and composition with various software programs to become more media literate.

This course requires students to utilize advanced camera settings and composition to understand various themes in photography such as portraits, motion, black and white, macro, and landscape photography. Students will analyze the work of photography masters and apply these techniques to their own work.

Students will develop skills through application of course content using hands-on demonstrations, classroom discussions, research of famous photographers, in-house and off-campus photo shoot opportunities, and group and individual short-term and long-term projects.

Successful completion of this course will be measured through monthly photographic theme submissions, various photo shoots, lab work assignments, class participation, portfolio design, and a final portfolio submission.

This course will meet five days per week and can be counted in fulfillment of the state mandated five (5) in partial fulfillment of state and local mandated twenty-five (25) credits of electives.

World Languages

Department Description

The World Languages department of the Nutley Public Schools holds forth a vision of excellence for all students. Our goal is to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing global society.

In a world that is experiencing major growth, the ability to understand and to express in more than one language will increase one's awareness and appreciation of multicultural diversity. As Americans, we can no longer afford to isolate ourselves from the rest of the world. In today's global society, the study of a second language and culture is a fundamental component of a sound education. Learning a second language is not an end in itself, but a means to attain other important goals particularly communication with other people, insight into other cultures, an increased knowledge of the world in which we live, a better understanding of our own language and culture, and also, an advantage for career opportunity. The need for everyone to be able to communicate in a second language and to be able to understand and to appreciate other cultures both here and abroad is imperative of our times.

Learning occurs in meaningful, communicative contexts that carry significance for the student. Reading and writing are used as tools appropriate to the level and interest of the learners. Primarily, grammar is presented through and for usage. Assessment of learning is frequent and ongoing in a manner that is consistent with our program goals and teaching strategies. It should be understood that only through an extended sequence of courses can the student accrue maximum benefits from language study and only in this way can he or she approach fluency. Staff in the World Languages department utilizes the proficiency guidelines as outlined by the American Council on the Teaching of Foreign Language (ACTFL) to measure student aptitude in the target language.

Course Description

Course Title:	French I	Course Number:	501
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

French I is designed to give students a working knowledge of the fundamentals of the target language. Emphasis will be placed on the sound/symbol relationship, pronunciation, identification and recognition of common objects and basic conversational phrases for everyday situations. At this level, specific activities are designed to lay the foundation for the development of good comprehension and communication skills (listening, speaking, reading and writing) through the modes of communication: Interpretive, Interpersonal, Presentational. Students at the beginner level will be given the opportunity to learn about the variety of cultures where the target languages are spoken.

This course requires students to use the target language and perform at the Novice-Mid level of

proficiency of the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines. The students are required to describe, identify, exchange, reflect upon, discuss, understand, and compare the various aspects of the target language and culture, using the three modes of communication.

Successful completion of this course will be measured through oral and written tests, quizzes, homework, class participation, a final exam, attendance, and creation of a presentation. Also, the students will perform at the Novice-Mid level of proficiency in the target language of the ACTFL as per the New Jersey Core Curriculum Content Standards.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	French II Honors	Course Number:	508
Grade(s):	9-12	Credits:	5
Prerequisites:	French I	Length:	Full Year

Course Description:

French II Honors is designed for students who have demonstrated significant communicative competence in the beginner level of language study and who wish to pursue an aggressive language program that may afford the opportunity to continue up to and including the Advanced Placement level of the language.

This course requires students to place more emphasis on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes. Grammatical structure will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the framework of familiar vocabulary and structure. This course will be conducted primarily in the target language with little dependence on English.

Successful completion of this course will be measured through the use of the three modes of communication: Interpretive (reading and listening), Interpersonal (speaking), Presentational (writing and speaking), oral and written tests and quizzes, homework, class participation, and final exam. The students will perform at the Intermediate-Low level of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and the American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	French III Honors	Course Number:	509
Grades:	10-12	Credits:	5

Prerequisites:	French II Honors and/or Teacher Recommendation	Length:	Full Year
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Course Description:			
<p>French III Honors is designed for students to further develop material mastered in Level II Honors courses. A widening variety of authentic materials and sources will be used to reinforce vocabulary and further develop language skills (listening, speaking, reading and writing) by using the three modes (Interpretive, Interpersonal and Presentational) acquired in the first two years of the language studied.</p> <p>This course requires students to continue to place emphasis on developing accuracy in written and oral communication. At this level, the modes of communication are routinely used to express original thought as well as to narrate, summarize, explain, infer, synthesize, and/or predict information gathered from written as well as aural sources. Cultural themes will be further explored by studying selected works of literature, art, and music. This course will be conducted primarily in the target language with very little dependence on English.</p> <p>Successful completion of this course will be measured through the use of the three modes of communication: Interpretive (reading and listening), Interpersonal (speaking), Presentational (writing and speaking), oral and written tests and quizzes, homework, class participation, and final exam. The students will perform at the Intermediate-High level of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and the American Council on the Teaching of Foreign Language.</p> <p>This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.</p>			

Course Title:	French IV Honors	Course Number:	504
Grade(s):	11-12	Credits:	5
Prerequisites:	French III Honors and/or Teacher Recommendation	Length:	Full Year

Course Description:			
<p>French IV Honors will seek to develop the student's ability to integrate language skills by synthesizing written and aural material gathered from authentic sources. This course is conducted mostly in the target language and students are expected to participate in all activities using the target language.</p> <p>Students will be able to cite sources to support cohesive, coherent, analytical or persuasive arguments in both written and oral format using the modes of communication (Interpretive, Interpersonal and Presentational) specifically designed to increase proficiency in French. Students will perform at the Intermediate-Mid level of proficiency of the American Council on the Teaching of Foreign Language proficiency guidelines and the New Jersey Core Curriculum Content Standards.</p> <p>Students will develop skills by describing and analyzing various themes, identifying, classifying, and tracing the development of characters in literature, comparing and contrasting</p>			

the cultural differences between our culture and the francophone culture, and recalling advanced grammar rules.

Successful completion of this course will be measured by oral presentations of poems, dialogues, PowerPoint presentations, participation in classroom discussions, quizzes, tests, summaries, essays, and an oral and written final exam.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	AP French V	Course Number:	505
Grade(s):	12	Credits:	5
Prerequisites:	A- or better in French IV Honors and or teacher recommendation AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP French V is designed to provide highly motivated students with an intellectual challenge. It stresses the advanced speaking, listening, reading, writing, and grammar skills.

This course requires students to have a good command of French grammar and vocabulary, and demonstrate competence in listening, speaking, reading, and writing skills. This course covers the equivalent of a college course in French composition and conversation. Course objectives include the students' ability to speak French and to understand the spoken language on a wide variety of topics, to write effectively expository passages, and to read with comprehension material from a wide range of literary and journalistic source.

Students will build or develop skills through the development of six thematic units: the self, the community, beauty and aesthetics, the environment, global challenges, and modern technology. They will delve into each unit by comparing, contrasting, defining, describing, analyzing and synthesizing authentic information obtained from literature, the Internet, and other ancillary material from the classroom.

Successful completion of this course will be measured by oral presentations of dialogues and PowerPoint presentations, participation in class discussion and debates, as well as written quizzes, summaries, tests, and essays. This course is conducted completely in French and students are expected to use the target language exclusively. Students will perform at the Advanced-Low proficiency level of the ACTFL proficiency guidelines and the New Jersey Core Curriculum Content Standards. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course will meet for a full year, five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course. Project Acceleration credits are

available in conjunction with Seton Hall University.

Course Title:	Italian I	Course Number:	521
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:
<p>Italian I is designed to give students a working knowledge of the fundamentals of the target language. Emphasis will be placed on the sound/symbol relationship, pronunciation, identification and recognition of common objects and basic conversational phrases for everyday situations. At this level, specific activities are designed to lay the foundation for the development of good comprehension and communication skills (listening, speaking, reading and writing) through the modes of communication: Interpretive, Interpersonal, Presentational. Students at the beginner level will be given the opportunity to learn about the variety of cultures where the target languages are spoken.</p> <p>This course requires students to use the target language and perform at the Novice-Mid level of proficiency of the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines. The students are required to describe, identify, exchange, reflect upon, discuss, understand, and compare the various aspects of the target language and culture, using the three modes of communication.</p> <p>Successful completion of this course will be measured through oral and written tests, quizzes, homework, class participation, a final exam, attendance, and creation of a presentation. Also, the students will perform at the Novice-Mid level of proficiency in the target language of the ACTFL as per the New Jersey Core Curriculum Content Standards.</p> <p>This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.</p>

Course Title:	Italian II	Course Number:	522
Grade(s):	9-12	Credits:	5
Prerequisites:	Italian I	Length:	Full Year

Course Description:
<p>Italian II is designed for students to build on the fundamental language skills acquired in the Novice-Mid or Beginner level. Continued emphasis will be placed on the development of strong comprehension and communication skills (listening, speaking, reading and writing), using the three modes: Interpretive, Interpersonal, and Presentational.</p> <p>This course requires students to expand their vocabulary to include more complex topics and complicated everyday situations. The Novice-High proficiency level will take a more in-depth look at the cultural similarities and differences of the target language.</p> <p>Successful completion of this course will be measured through the use of the three modes of</p>

communication, oral and written tests and quizzes, homework, class participation, and a final exam. Students will perform at the Novice-High level of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and the American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Italian II Honors	Course Number:	529
Grade(s):	9-12	Credits:	5
Prerequisites:	A- or better in Italian I and/or teacher recommendation	Length:	Full Year

Course Description:

Italian II Honors is designed for students who have demonstrated significant communicative competence in the beginner level of language study and who wish to pursue an aggressive language program that may afford the opportunity to continue up to and including the Advanced Placement level of the language.

This course requires students to place more emphasis on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes. Grammatical structure will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the framework of familiar vocabulary and structure. This course will be conducted primarily in the target language with little dependence on English.

Successful completion of this course will be measured through the use of the three modes of communication, oral and written tests and quizzes, homework, class participation, and a final exam. The students will perform at the Intermediate-Low level of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Italian III	Course Number:	523
Grade(s):	10-12	Credits:	5
Prerequisites:	Italian II	Length:	Full Year

Course Description:

Italian III is designed for students to further develop and fine tune the language skills (listening,

speaking, reading and writing), using the three modes: Interpretive, Interpersonal and Presentational, acquired in the first two years of the language studied.

This course requires students to place emphasis on more accurate communication and keener comprehension skills. Students will expand their vocabulary to include more detailed and complex topics. Students are encouraged to be creative in their responses within the framework of familiar vocabulary and structure. Cultural awareness will be expanded to include a discussion of historical information and social themes.

Successful completion of this course will be measured through the use of the three modes of communication, oral and written tests and quizzes, homework, class participation, and a final exam. The students will perform at the Intermediate-Low level of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Italian III Honors	Course Number:	530
Grades:	10-12	Credits:	5
Prerequisites:	A- or better in level II or II Honors and/or teacher recommendation	Length:	Full Year

Course Description:

Italian III Honors is designed for students to further develop material mastered in the Level II Honors course. A widening variety of authentic materials and sources will be used to reinforce vocabulary and further develop language skills (listening, speaking, reading and writing) by using the three modes: Interpretive, Interpersonal and Presentational, acquired in the first two years of the language studied.

This course requires students to continue to place emphasis on developing accuracy in written and oral communication. At this level, the modes of communication are routinely used to express original thought as well as to narrate, summarize, explain, infer, synthesize, and/or predict information gathered from written as well as aural sources. Cultural themes will be further explored by studying selected works of literature, art, and music. This course will be conducted primarily in the target language with very little dependence on English.

Successful completion of this course will be measured through the use of the three modes of communication, oral and written tests and quizzes, homework, class participation, and a final exam. The students will perform at the Intermediate-High level of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Italian IV Honors	Course Number:	524
Grade(s):	9-12	Credits:	5
Prerequisites:	A- or better in Italian III or III Honors and/or teacher recommendation	Length:	Full Year

Course Description:
<p>Italian IV Honors is designed for students who want to expand the context for communicative skills from everyday situations to broader topics. At this level of study, students will demonstrate strong communicative ability coupled with accurate skills and good grammatical control. This course is conducted exclusively in the target language and students are expected to be able to participate fully in all activities using solely the target language.</p> <p>It requires students to participate in more demanding speaking and writing activities using the modes of communication specifically designed to increase proficiency in Italian.</p> <p>Students will read selected literature and other print materials, including electronically-produced text, as the basis for discussion and writing assignments. Films, music, and art are additional sources for examining Italian contributions to culture and civilization. Italian IV honors prepares students for advanced level study.</p> <p>Successful completion of this course will be measured by authentic daily assessment through performances, journals, reports, public speaking, projects, and compositions. Students will perform at the Intermediate-Mid level of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and American Council on the Teaching of Foreign Language.</p> <p>This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. Project Acceleration credits are available in conjunction with Seton Hall University.</p>

Course Title:	Italian V Honors	Course Number:	525
Grade(s):	12	Credits:	5
Prerequisites:	A- or better in Italian IV Honors and/or teacher recommendation	Length:	Full Year

Course Description:
<p>Italian V Honors is designed to refine, perfect and enhance students' already acquired grammar, speaking, listening, reading and writing skills in the language. Students will be exposed to</p>

deepen their knowledge of the Italian language through authentic materials. This course is conducted exclusively in the target language. Students are expected to be able to participate fully in all activities using solely the target language.

This course requires students to use amplified vocabulary, increased oral and written proficiency, strengthened knowledge of the mechanics of the language, and deepened appreciation of the uniqueness of the culture using the modes of communication.

Students will develop and enhance basic communication skills at a higher level of thinking. The students' understanding of Italian and Italian-American cultures, literature, film, theater, politics, music traditions, and crafts will be broadened and an interest instilled to continue the study of Italian in college.

Successful completion of this course will be measured by authentic oral and written testing through compositions, projects, journals, presentations, performances and reactions. Students will perform at the Intermediate-High proficiency level of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	AP Italian V	Course Number:	526
Grade(s):	12	Credits:	5
Prerequisites:	A- or better in Italian IV Honors and/or teacher recommendation AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Italian V is part of the core curriculum and tied to program models that incorporate effective strategies, assessment procedures and technologies, reflects evolving standards at the national, state and local levels, and develops and enhances basic communication skills and higher order thinking skills. The aim of the course is to further develop students' language skills within the three modes of communication: interpretive, interpersonal and presentational. Italian culture is interwoven throughout the course, including the study of geography, contemporary life, the arts and sciences, social customs and traditions, and the contributions of Italian and Italian-Americans to the world. This course is conducted in Italian and students are expected to use the target language exclusively.

AP Italian Language and Culture prepares specifically for the AP exam, which will assess students equally in speaking, reading, writing, listening and culture. The study of grammar will be an important component of the course. Interpretive listening and reading tasks will be based on authentic texts, electronic transmitted materials, articles, films, newspapers, literature, television, and recordings. Students will perform at the Advanced-Low proficiency level of the American Council on the Teaching of Foreign Language proficiency guidelines and the New

Jersey Core Curriculum Content Standards. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	Latin I	Course Number:	531
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Latin I is designed for students who want to explore another culture and language, one that has had a profound influence on English. The readings of Latin I introduce the students to the fascinating forms and logic of the Latin language.

This course requires students to relate English and Latin vocabulary, to understand the rudiments of grammar, and utilize it to read passages of increasing length and complexity.

Students will develop skills through vocabulary acquisition and practice with grammatical forms and constructions to facilitate reading. They will discuss and study family relationships, Roman gods and mythology, and other cultural aspects of Roman life.

Successful completion of this course will be measured through quizzes, tests, projects, such as illustrating their family tree and displaying information about various gods, and a final assessment.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Latin II Honors	Course Number:	538
Grade(s):	9-12	Credits:	5
Prerequisites:	Latin I	Length:	Full Year

Course Description:

Latin II Honors is designed for students who want to continue their study of Latin and thereby improve English vocabulary and understanding of grammar. Students will be introduced to various aspects of Roman culture and civilization and see parallels with their own society and government.

This course requires students to apply what they have learned in Latin I to new grammatical structures and more sophisticated reading passages. The readings at level II of Latin study take the students further in exploring the classical era of Greece and Rome and in meeting the heroes of history and fable.

Students will develop skills through vocabulary acquisition, discussion of cultural mores and achievements, and reading and analysis of grammatical forms. Comparisons and contrasts are made between the institutions and values of the classical world and our own.

Successful completion of this course will be measured by quizzes, tests, and projects that include creating a song about the Roman Thermae.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Latin III Honors	Course Number:	539
Grade(s):	10-11	Credits:	5
Prerequisites:	Latin II Honors – A- or better and/ or teacher recommendation	Length:	Full Year

Course Description:			
Latin III Honors is designed for students who want to apply their knowledge of Latin grammar to reading authentic texts and to develop habits of reading that will afford them the opportunity to continue to the Latin IV Honors and Advanced Placement levels.			
This course requires students to utilize the previously learned elementary and intermediate grammar and vocabulary and to add to it the more sophisticated grammar to allow them to read original sources in context. Students are encouraged to make inferences as to the authors' motivations and to what a particular passage says about Roman society.			
Students will develop skills through reading and answering comprehension questions, class discussion, comparing and contrasting Roman and American governmental systems, and making epitaphs for Julius Caesar.			
Successful completion of this course will be measured through vocabulary quizzes, a final assessment, grammar and reading comprehension tests, and projects.			
This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.			

Course Title:	Latin IV Honors	Course Number:	534
Grade(s):	11-12	Credits:	5
Prerequisites:	A- or better in Latin III Honors	Length:	Full Year

	and/or teacher recommendation		
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Course Description:

Latin IV Honors is designed for students who want to read authentic Latin texts in prose and poetry.

This course requires students to apply the grammar learned over the previous three years to reading passages and to understand the historical contexts in which the authors wrote. Students will create a speech in English that parallels in style the oratorical skill of Cicero. Students will learn the basics of Latin meter and be able to identify various figures of speech that accentuate the poet's general meaning.

Students will develop skills through reading and answering contextual and grammatical guide questions. Students will link Latin vocabulary to English words, hone their grammar skills, compare English and Latin poetry, and follow a longer historical narrative through class discussion and translation.

Successful completion of this course will be measured through vocabulary, grammar, and translation graded work. Students will deliver an English speech in the style of Cicero and will illustrate a scene from Vergil's *Aeneid* that they have translated. Homework, class participation, and the final exam will comprise part of the overall assessment.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	AP Latin V	Course Number:	535
Grade(s):	12	Credits:	5
Prerequisites:	A- or better in Latin IV Honors AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Latin is designed for students who want to prepare for the AP Latin Exam. In doing so, they will gain an appreciation of Vergil's *Aeneid* as a great epic, and prose readings from Caesar's *Gallic War*. They will learn to translate literally and to analyze passages critically.

This course requires students to read in Latin the following:

Vergil, *Aeneid*

Book 1: Lines 1-209, 418-440, 494-578

Book 2: Lines 40-56, 201-249, 268-297, 559-620

Book 4: Lines 160-218, 259-361, 659-705

Book 6: Lines 295-332, 384-425, 450-476, 847-899

Caesar, *Gallic War*

Book 1: Chapters 1-7

Book 4: Chapters 24-35 and the first sentence of Chapter 36

(*Eodem die legati . . . venerunt.*)

Book 5: Chapters 24-48

Book 6: Chapters 13-20

The required syllabus includes not just readings in Latin, but also readings in English from Vergil's *Aeneid* and Caesar's *Gallic War*. Reading in English helps students put the Latin passages in context, with their significant themes, central characters, and key ideas. This course helps develop the students' ability to read Latin at sight, choose texts with relatively common vocabulary as well as straightforward grammar and syntax. Prose authors recommended for at-sight reading include Nepos, Cicero (but not Cicero's letters), Livy, Pliny the Younger, and Seneca the Younger. Recommended verse authors include Ovid, Martial, Tibullus, and Catullus.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	Spanish I	Course Number:	541
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Spanish I is designed to give students a working knowledge of the fundamentals of the target language. Emphasis will be placed on the sound/symbol relationship, pronunciation, identification and recognition of common objects and basic conversational phrases for everyday situations. At this level, specific activities are designed to lay the foundation for the development of good comprehension and communication skills (listening, speaking, reading and writing) through the modes of communication: Interpretive, Interpersonal, Presentational. Students at the beginner level will be given the opportunity to learn about the variety of cultures where the target languages are spoken.

This course requires students to use the target language and perform at the Novice-Mid level of proficiency of the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines. The students are required to describe, identify, exchange, reflect upon, discuss, understand, and compare the various aspects of the target language and culture, using the three modes of communication.

Successful completion of this course will be measured through oral and written tests, quizzes, homework, class participation, a final exam, attendance, and creation of a presentation. Also, the students will perform at the Novice-Mid level of proficiency in the target language of the ACTFL as per the New Jersey Core Curriculum Content Standards.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Spanish II	Course Number:	542
Grade(s):	9-12	Credits:	5
Prerequisites:	Spanish I	Length:	Full Year

Course Description:

Spanish II is designed for students to build on the fundamental language skills acquired in the Novice-Mid or Beginner level. Continued emphasis will be placed on the development of strong comprehension and communication skills (listening, speaking, reading and writing), using the three modes: Interpretive, Interpersonal, and Presentational.

This course requires students to expand their vocabulary to include more complex topics and complicated everyday situations. The Novice-High proficiency level will take a more in-depth look at the cultural similarities and differences of the target language.

Successful completion of this course will be measured through the use of the three modes of communication, oral and written tests and quizzes, homework, class participation, and a final exam. Students will perform at the Novice-High level of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and the American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Spanish II Honors	Course Number:	551
Grade(s):	9-12	Credits:	5
Prerequisites:	A- or better in Spanish I and/or teacher recommendation	Length:	Full Year

Course Description:

Spanish II Honors is designed for students who have demonstrated significant communicative

competence in the beginner level of language study and who wish to pursue an aggressive language program that may afford the opportunity to continue-up-to and including the Advanced Placement level of the language.

This course requires students to place more emphasis on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes. Grammatical structure will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the framework of familiar vocabulary and structure. This course will be conducted primarily in the target language with little dependence on English.

Successful completion of this course will be measured through the use of the three modes of communication, oral and written tests and quizzes, homework, class participation, and final exam. The students will perform at the Intermediate-Low level of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and the American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Spanish III	Course Number:	543
Grade(s):	10-12	Credits:	5
Prerequisites:	Spanish II	Length:	Full Year

Course Description:

Spanish III is designed for students to further develop and fine tune the language skills (listening, speaking, reading and writing), using the three modes: Interpretive, Interpersonal and Presentational, acquired in the first two years of the language studied.

This course requires students to place more emphasis on more accurate communication and keener comprehension skills. Students will expand their vocabulary to include more detailed and complex topics. Students are encouraged to be creative in their responses within the framework of familiar vocabulary and structure. Cultural awareness will be expanded to include a discussion of historical information and social themes.

Successful completion of this course will be measured through the use of the three modes of communication, oral and written tests and quizzes, homework, class participation, and final exam. The students will perform at the Intermediate-Low level of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and the American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Spanish III Honors	Course Number:	552
Grade(s):	10-12	Credits:	5
Prerequisites:	A- or better in level II or II Honors and/or teacher recommendation	Length:	Full Year

Course Description:
<p>Spanish III Honors is designed for students to further develop material mastered in Level II Honors courses. A widening variety of authentic materials and sources will be used to reinforce vocabulary and further develop language skills (listening, speaking, reading and writing) by using the three modes: Interpretive, Interpersonal and Presentational, acquired in the first two years of the language studied.</p> <p>This course requires students to continue to place emphasis on developing accuracy in written and oral communication. At this level, the modes of communication are routinely used to express original thought as well as to narrate, summarize, explain, infer, synthesize, and/or predict information gathered from written as well as aural sources. Cultural themes will be further explored by studying selected works of literature, art, and music. This course will be conducted primarily in the target language with very little dependence on English.</p> <p>Successful completion of this course will be measured through the use of the three modes of communication, oral and written tests and quizzes, homework, class participation, and final exam. The students will perform at the Intermediate-High level of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and the American Council on the Teaching of Foreign Language.</p> <p>This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.</p>

Course Title:	Spanish IV	Course Number:	553
Grade(s):	11-12	Credits:	5
Prerequisites:	B or better in Spanish III or III Honors and/or teacher recommendation	Length:	Full Year

Course Description:
<p>Spanish IV is designed for students who want to expand the context for communicative skills from everyday situations to broader topics. At this level of study, students will discuss historical and cultural information as well as various literary works. Students will demonstrate strong communicative ability coupled with good grammatical control.</p> <p>This course requires students to enhance their knowledge of history, art, music, and culture of Spanish-speaking countries to gain a more in-depth understanding not only of the language, but of the people who speak Spanish. Students will refine their skills through the use of the</p>

interpretive, interpersonal and presentational modes of communication.

Students will develop skills utilizing authentic materials. Special emphasis is placed on integrating themes, vocabulary building, and improving grammatical structures. Student-centered interpretive listening and reading comprehension activities are taken from podcasts, news broadcasts, interviews, newspaper/magazine articles, and literary pieces such as short stories, plays and poems.

Successful completion of this course will be measured through the use of the three modes of communication. Formal and informal writing tasks include compositions, diary entries, letters, and e-mails. Formal and informal speaking tasks include recorded responses, reactions, summaries, PowerPoint presentations, interviews, and class participation and projects.

This course is conducted exclusively in the target language and students are expected to be able to participate fully in all activities using solely the target language. Students will perform at the Intermediate-High of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and the American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Spanish IV Honors	Course Number:	544
Grade(s):	11-12	Credits:	5
Prerequisites:	A- or better in Spanish III or III Honors and/or teacher recommendation	Length:	Full Year

Course Description:

Spanish IV Honors is a challenging course based upon integrated themes and a collaborative approach to language mastery. At this level of study, students will discuss historical and cultural information with special emphasis on selected literary works. Students will demonstrate strong communicative ability coupled with refined grammatical control.

This course requires students to enhance their knowledge of history, art, music and culture of Spanish-speaking countries to gain a more in-depth understanding not only of the language, but of the people who speak Spanish. Students will refine their skills through the use of the interpretive, interpersonal and presentational modes of communication.

Students will develop skills utilizing authentic materials. Special emphasis is placed on integrating themes, vocabulary building, improving grammatical structures and refining writing and speaking skills. Interpretive listening and reading comprehension activities are taken from podcasts, news broadcasts, interviews, newspaper/magazine articles, and literary pieces such as short stories, plays, and poems.

Successful completion of this course will be measured through the use of the three modes of communication. Formal and informal writing tasks include compositions, diary entries, letters and e-mails. Formal and informal speaking tasks include recorded responses, reactions, summaries, power point presentations, interviews, debates, and class participation and projects.

This course is conducted exclusively in the target language and students are expected to be able to participate fully in all activities using solely the target language. Students will perform at the Intermediate-High of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and the American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	Spanish V Honors	Course Number:	545
Grade(s):	12	Credits:	5
Prerequisites:	A- or better in Spanish IV Honors or Heritage Speakers II-H and/or teacher recommendation	Length:	Full Year

Course Description:

Spanish V Honors is a demanding course in which students will discuss various literary works coupled with an extensive review of grammar through practical application exercises and projects. Although the greatest emphasis will be placed on modern and classical literature, other authentic reading materials will also be incorporated.

This course requires students to enhance their knowledge of history, art, music, and culture of Spanish-speaking countries to gain a more in-depth understanding not only of the language, but of the people who speak Spanish through the use of the modes of communication: Interpretive, Interpersonal, and Presentational.

Students will develop skills utilizing authentic materials. Special emphasis is placed on further

development of themes explored in Spanish IV and IV Honors. Students will continue vocabulary building and improving grammatical structures, speaking and writing skills. Interpretive listening and reading comprehension activities are taken from podcasts, news broadcasts, interviews, newspaper/magazine articles, and literary pieces such as short stories, plays, and poems.

Successful completion of this course will be measured through the use of the three modes of communication. Formal and informal writing tasks include compositions, diary entries, letters, and e-mails. Formal and informal speaking tasks include recorded responses, reactions, summaries, power point presentations, interviews, debates, class participation, and projects.

This course is conducted exclusively in the target language and students are expected to be able to participate fully in all activities using solely the target language. Students will perform at the Intermediate-High of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and the American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	AP Spanish V	Course Number:	546
Grade(s):	12	Credits:	5
Prerequisites:	A- or better in Spanish IV Honors and or teacher recommendation AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Spanish V is a demanding program that is comparable in both language and literature to a third year college level language course. The course is performance-based and students must demonstrate advanced communication skills. Continued emphasis is placed on reading and listening comprehension. However, particular emphasis is placed on language control and fine tuning the student's ability to integrate language skills by synthesizing written and aural material gathered from authentic sources.

Students must be able to cite sources to support cohesive, coherent, analytical or persuasive arguments in both written and oral formats. In addition, AP students are able to comprehend Spanish intended for native speakers and to produce Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics, and registers. Extensive practice in the AP

format is designed to prepare students for the AP examination.

Students will develop skills utilizing authentic materials. Special emphasis is placed on vocabulary building, as well as improving grammatical structures and writing process. Interpretive listening and reading comprehension activities are taken from podcasts, news broadcasts, interviews, newspaper and magazine articles, and literary pieces such as short stories, plays, and poems.

Successful completion of this course will be measured through the use of the three modes of communication. Formal and informal writing tasks include integrated essays, compositions, diary entries, letters, and e-mails. Formal and informal speaking tasks include recorded responses, reactions, summaries, integrated comparisons, oral presentations, interviews, debates, phone conversations, and class participation. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course is conducted exclusively in Spanish and students are expected to use the target language at all times. Students will perform at the Advanced-Low proficiency level of the ACTFL proficiency guidelines and the New Jersey Core Curriculum Content Standards.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. Students are encouraged to take the AP Exam as part of this course. Students who do not sit for the AP exam will be required to take the final exam for the course. Project Acceleration credits are available in conjunction with Seton Hall University.

Course Title:	Spanish for Heritage Speakers I	Course Number:	547
Grade(s):	9-12	Credits:	5
Prerequisites:	Spanish spoken at home Interview and Recommendation	Length:	Full Year

Course Description:

Spanish for Heritage Speakers I is designed to improve the reading, writing, listening, and speaking skills of students for whom Spanish is the dominant language spoken at home. The ultimate goal of the course is to engage students in using the language as educated native speakers would use it, and to gain an appreciation of the depth and diversity of the various cultures that comprise the Spanish-speaking world using the three modes of communication: Interpretive, Interpersonal, Presentational.

This course requires students to read and listen to material designed for native speakers of Spanish. Materials and activities will focus primarily on exposition, though students will also have opportunities to use and respond to non-expository text. This course is conducted entirely in Spanish. English is only used to clarify the Anglicism used by some students.

Students will develop skills through daily interaction and conversation. Vocabulary and grammar are introduced as they apply to the literature selections. When grammar is introduced

or reviewed, emphasis is placed on the common mistakes often made by Spanish-speaking. Students will be strongly discouraged from speaking Spanish in its slang form.

Successful completion of this course will be measured through homework, tests, quizzes, class presentations and participation, a final exam, expressing opinions, analysis of literary passages, and compositions. Students will also be assessed to perform at the Advanced-Low of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and the American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Spanish for Heritage Speakers II-Honors	Course Number:	548
Grade(s):	9-12	Credits:	5
Prerequisites:	Spanish for Heritage Speakers I, Spanish spoken at home as the primary language, Interview and Recommendation	Length:	Full Year

Course Description:

Spanish for Heritage Speakers II Honors aims to continue to improve the reading, writing, speaking, and comprehension skills for whom Spanish is the native language.

This course requires students to build on the writing and general literacy skills developed in Level one. Students will develop skills through daily interaction and conversation as well as teacher-led instruction. Emphasis is put on distinguishing the different accents and vocabulary in the Spanish-speaking world. Vocabulary and grammar are introduced as they apply to the literature that they read. When grammar is introduced, emphasis is placed on the common mistakes often made by Spanish-speaking students. Students will be strongly discouraged from speaking Spanish in its slang form. In addition, there is a greater emphasis on discussing the diversity of the Spanish-speaking world through its culture, history, traditions and current events. The course is conducted entirely in Spanish. English is only used to clarify the

Anglicism used by some students.

Successful completion of this course will be measured through the three modes of communication: Interpretive (reading and listening), Interpersonal (defending an opinion, formulating a hypothesis and literature analysis), and Presentational (compositions and oral projects). Students will also be assessed through homework, tests, quizzes, presentations, class participation, and a final exam. Students will perform at the Advanced Low/High of proficiency in the target language as per the New Jersey Core Curriculum Content Standards and the American Council on the Teaching of Foreign Language.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. Project Acceleration credits are available in conjunction with Seton Hall University.

Appendix A

Forms



Nutley Public Schools

Recommendation/Authorization Form for AP and Advanced Classes 2012-2013

Student Name: _____ Guidance Counselor Name: _____

Directions for Students – Select the AP/Advanced class of your choice and complete the Related Information section below. Have your parent/guardian sign this form then bring it to your current subject area teacher. After you obtain his or her signature, set up a meeting with the Recommending Teacher listed below. The recommending teacher has experience in the particular area and will be the best one to describe the class and make recommendations based on your interests, background, and plans.

If you are selecting multiple AP/Advanced courses, please use a copy of this form for each class.

This form must be submitted to the Recommending Teacher on or before Friday, March 30, 2012.

Circle the class for which you are completing this form and see the corresponding teacher for an interview. Complete the section below titled Related Information before meeting with the teacher.

- AP English Language – Ms. Hecht (Room 305)
- AP English Literature – Mrs. Rossillo (Room A329)
- AP Studio Art: Drawing 2D and 3D – Mrs. Lappostato (Room 201)
- AP Calculus AB – Mr. Picard (Room A117)
- AP Calculus BC – Mr. Picard (Room A117)
- AP Statistics – Mrs. Sanchez (Room 211)
- AP Biology – Mr. Simko (Room 130)
- AP Chemistry – Ms. Polk (Room 122)
- AP Physics – Dr. Naumoff (Room 132)
- AP Environmental Science – Mrs. Oakley (Room 128)
- AP US History – Mr. Dwyer (Room A233)
- AP American Government and Politics – Mr. DiGregorio (Room A237)
- AP Human Geography – Mr. Linfante (Room A247)
- AP Macroeconomics – Mr. Linfante (Room A247)
- AP French Language – Mrs. Camarda (Room 200)
- AP Italian Language – Mrs. Cicchino (Room 202)
- AP Spanish Language – Mrs. Rucnski (Room 206)
- AP Latin – Mrs. Stepansky (Room 210)
- Human Physiology Honors – Dr. Smith (Room 130)
- Forensic Science Honors – Mrs. Stark-Houck (Room 124)
- Health Dynamics – Mrs. Oakley (Room 128)

Related Information

What are your expectations for this course?

How will this course benefit your academic journey?

Student Signature: _____ Date: _____

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**Parents/Guardians** – The AP exams are given in May. There is an \$87 fee required by the College Board for students who sit for the AP exam. Students who take an AP class and sit for the exam will be exempt from the Nutley High School final examination for that class. The student’s grade will be calculated based on four marking periods. Students who take an AP class and choose not to take the exam will take the final examination for the course. If an advanced class does not offer an AP exam, the student will be expected to take the final examination for the course. The final examination grade will be calculated into the final grade for the course.

I understand that this course will be challenging, and I fully support my child. I am also aware of the AP exam and of the expectation of my child to sit for the AP exam.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Current Year Teacher – Please discuss the possibility of advanced studies with this student. If you approve this student for the class circled above, please sign.

Current Teacher Signature: _____ Current Class Size: _____

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**Recommending Teacher** – Only accept interviews if the student and parent have signed this form. Please interview each student and discuss with him or her course expectations and goals. If recommended, sign and return this form to the Guidance Department. Please keep a list of students that you have recommended.

Recommending Teacher Signature: \_\_\_\_\_

Comments:



# Nutley Public Schools

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## Academic Honor Code Pledge Form

### Academic Honor Code

Nutley High School believes that striving for academic excellence is dependent upon each student's commitment to academic integrity. The pursuit of knowledge is the mission of the school and responsibility of each individual student. The faculty guides the academic growth, while the parents and greater community provide support. To maintain this focus on learning and the tradition of academic excellence at Nutley High School, the students, faculty, parents, and community members must stand in unison demonstrating high regard for learning and the personal academic integrity required for intellectual growth. This culture of learning can only flourish upon a solid foundation of personal and academic integrity, made up of honesty, trust, fairness, respect, and responsibility.

### Pledge

Nutley High School students pledge to uphold the values of academic integrity with each submission of student work. This pledge will be written and signed on all tests, quizzes, essays, papers, labs, and any assignment given by any teacher.

"I pledge that the work I submit is my own work. I have neither given nor received any unauthorized aid or unfair advantage."

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_



# Nutley Public Schools

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## Schedule Change Form

Date: \_\_\_\_\_

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

HR Section: \_\_\_\_\_

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

Current Class/Teacher: \_\_\_\_\_

\_\_\_\_\_ **Drop/Add** Course Added: \_\_\_\_\_  
(by Sept 30 or 30 calendar days for transfers)

\_\_\_\_\_ **Level Change/Course Override** New Level: \_\_\_\_\_  
(within MP1 or 30 calendar days for transfers)

\_\_\_\_\_ **Course Withdrawal** \_\_\_ No Record or After 30 days: Current Grade: \_\_\_\_\_  
(15 days for semester courses) WP WF

\_\_\_\_\_ **Audit**

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Department Coordinator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Director of Guidance Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments

