

Tab 1

Cliffside Park High School Programs and Instruction 2025-2026



Jonathan Jannucci
Principal

Michael Spirito
Vice Principal

Thiana Vazquez
Vice Principal

Susan Wiener
Director of Guidance

David Porfido
Athletic Director

Administrative Team

Marqueritha Clarke	Mathematics/Computer Science
Charles Danho	Science and Visual & Performing Arts
Annette Frohlich	Business/Career Education/World Language
Charles O'Hanlon	Social Studies/Special Education
David Porfido	Physical Education and Health
Georgette Van Vliet	English Language Arts
Stephanie Brennan	Multilingual Learners

CONTACT INFORMATION

(All phone numbers are area code 201)

Main Office.....313-2370

Principal	Mr. Jonathan Jannucci
Secretaries	Ms. Stefania Russo
	Ms. Wanda Parent

Attendance Office..... 313-2372

Vice Principal	Ms. Thiana Vazquez
Vice Principal	Mr. Michael Spirito
Secretary	Ms. Maria Romano

Guidance Office.....313-2376

Director	Ms. Susan Wiener
School Counselors	Mr. Mark Ellison
	Ms. Lori Levine
	Ms. Gabriella Amaya
	Ms. Tatiana Prais
	Ms. Stephanie Schmitt
	Ms. Kimberly Shaw

Administrative Assts.	Ms. Mederly Resto
	Ms. Annette Scala

Student Assistance Counselor	Mr. Joseph DelRisco
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School Nurses.....313-2366

	Ms. Sonam Sharma
	Ms. Claire Mancini

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

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

ACCESS TO PUPIL RECORDS

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

Kinds of Records

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

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

EXTRACURRICULAR ACTIVITIES

Clubs

Among our many extracurricular clubs are the following:

Academic Decathlon, Art Club, Chess Club, Chorus, Drama Club, Debate Team, Honor Society, International Club, Italian Club, Law Club, Literary Magazine, Math Team, Middle Eastern Club, Newspaper, Robotics Team, Student Council, Yearbook.

Sports

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

NJSIAA Eligibility Rules For Student-Athletes:

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

Students interested in participating in an extracurricular activity not listed above are encouraged to speak with the Athletic Director.

GRADUATION REQUIREMENTS

A minimum of 120 credits are required for graduation.

Students must also meet the following *minimum* requirements:

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

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

****As of the Class of 2025, students must also complete a FAFSA or NJ Alternative Financial Aid Application, or provide an approved waiver.**

Please note:

1. The requirements listed above are the requirements that must be met in order to earn a Cliffside Park High School diploma. **Requirements for college admissions are more stringent.** If you are planning to continue your education beyond high school, see your counselor for assistance.
2. In order to participate in graduation exercises, students must meet all graduation requirements prior to the ceremony.
3. Requests to graduate in fewer than four years must be made in writing by the end of the freshman year, and will be considered on a case by case basis by the high school principal.

BELL SCHEDULE

Cliffside Park High School runs on a modified rotating block schedule, with all classes meeting on Monday, and then classes rotating through the rest of the week. Please use the link below to view the schedule and rotations of class periods.

[High School Schedule](#)

EARNING CREDITS, GPA, CLASS RANK

Students must pass a course with a minimum of a grade of **D** to earn credit for that class. Classes that run for the entire school year earn 5 credits. The exception to this is Intensive Algebra 1, which earns 10 credits.

Courses that run for 2 marking periods earn 2.5 credits.

Physical Education earns 3.75 credits.

Health classes earn 1.25 credits.

Grading Policy

Grades are earned by the following schedule.

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	68-69
B	84-86	D	65-67
B-	80-83	F	0-64

Other grades you may see:

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

Quality Points

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

Numerical	Report Card Grade	Regular	Honors	AP	Value
97-100	A+	4.33	4.83	5.33	98.5
93-96	A	4.00	4.50	5.00	94.5
90-92	A-	3.66	4.16	4.66	91
87-89	B+	3.33	3.83	4.33	88
83-86	B	3.00	3.50	4.00	84.5
80-82	B-	2.66	3.16	3.66	81
77-79	C+	2.33	2.83	3.33	78
73-76	C	2.00	2.50	3.00	74.5
70-72	C-	1.66	2.16	2.66	71
67-69	D+	1.33	1.83	2.33	68
65-66	D	1.00	1.50	2.00	65
Below 65	F				55

GPA

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

The GPA is calculated through our student information software, RealTime, annually in June after all grades are reported. For seniors, the GPA is recalculated after the first semester for college application & final ranking purposes. The GPA is NOT reported on the report card. It is reported on the transcript only.

GPA Formula:

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

Use this formula for each course, then average all the results to determine the GPA.

EXAMPLE:

A student earns an A in English, a B in math, a B in history and a D in science.

Thus, for each class multiply the quality points by the credits earned and divide by credits attempted.

ENGLISH-- $4 \times 5 = 20$

$20 / 5 = 4$

the GPA for English is 4

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

Now, average all results for an overall GPA:

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

$$11 / 4 = 2.75$$

THE GPA IS 2.75

CLASS RANK

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

Grade Level

The grade (9th, 10th, 11th, or 12th) is determined by the year of attendance in which a student is enrolled, *not* by credits earned. Thus, a student's grade level indicated in RealTime shows only whether a student is in their first, second, third or fourth year at the high school. Determine eligibility for graduation, refer to graduation requirements above. In general, students must earn *at least* 30 credits per year to be on track for graduation.

EXTRA HELP/TUTORING

1. **Extra Help**—offered daily during unit lunch, and by request directly to the teacher.
2. **Cliffside Park P.A.L. Tutors**—free homework help offered in the Senior Housing Building at 550 Gorge Road (across from the High School.) Walk-in basis. Monday, Wednesday, and Thursday 3:30-5:30 and 7-9.
3. **Peer Tutoring**—Counselors can arrange for a volunteer peer tutor in conjunction with teacher extra help (see #1 above.) Peer tutoring WILL NOT be offered without active participation in extra help.

REPORTS AND CONFERENCES

1. **Progress Reports & Report Cards** are released in each quarter (see reporting dates below). **Parents should use the Parent Portal on the Realtime system** to remain up to date on students' progress at all times. See the counselor for login information.
2. **Parent/Teacher Conferences**—Scheduled by the counselor, typically on one of the teacher's prep periods. Call the school counselor to arrange these meetings, which can be held in person, on the phone or virtually. Meetings are documented.

CREDIT RECOVERY

1. not counted toward GPA/rank;
2. earned grade recorded upon completion and official record provided by outside outlet;
3. Only permitted outside of the school year, except for seniors.
 - *Educere* - approved for all subjects; parent/guardian expense; must be approved; only new credit courses can be used toward NCAA eligibility.
 - *Edgenuity* - provided by school; priority in grade-level order, starting with juniors (rising seniors); limited seats
 - In-Person Summer School - available programs determined in late Spring; accredited schools only

NEW WORK FOR CREDIT

The administration and counseling offices at Cliffside Park High School understand that students may wish to pursue courses outside of our school for a number of reasons. The policy below is meant to address these outside courses and their requirements:

1. not counted toward GPA/rank;
2. earned grade recorded upon completion and official record provided by outside outlet;
3. allowed for advancement or for scheduling purposes only (e.g. summer PreCalc to take Calc in school year OR summer elective to allow for added rigorous courses in school year);
4. must be approved by the subject supervisor by the first Friday in June;

5. Honors courses noted on transcript but *not* included in GPA/weighted;
6. Parent/guardian expense;
7. Only permitted outside of the school year;
8. No more than one course per summer.

MARKING PERIOD, PROGRESS REPORT, and REPORT CARD CALENDAR 2025-2026

Marking Period	Number of Days	Begin Date	End Date	Progress Report Window Opens	Progress Report Window Closes	Progress Reports on Portal	Grade Window Opens	Grade Window Closes	Report Cards on Portal
First	43	09/03/2025	11/05/2025	10/01/2025	10/08/2025	10/09/2025	11/03/2025	11/11/2025	11/12/2025
Second	44	11/10/2025	01/23/2026	12/10/2025	12/17/2025	12/18/2025	01/21/2026	01/28/2026	01/29/2026
Third	42	01/26/2026	03/27/2026	02/25/2026	03/04/2026	03/05/2026	03/25/2026	04/01/2026	04/02/2026
Fourth	47	03/30/2026	06/12/2026	05/06/2026	05/13/2026	05/14/2026	06/10/2026	06/17/2026	06/18/2026

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

COMMUNITY SERVICE PROCEDURES

20 hours of community service per year will earn 1 credit, with a **maximum of 10 credits allowable**. Students are encouraged to volunteer **outside** of the school. This includes volunteering at: hospitals, the Recreation Department, senior citizen homes and activities, animal shelters, and other not-for-profit organizations. (For a more complete list and ideas, visit the Guidance Department website and go to the “volunteering” page.) **ALL OUTSIDE HOURS MUST BE PRE-APPROVED BY THE COUNSELOR.**

The following are **NEVER** accepted for hours:

- Babysitting
- Participation in CPHS sports or CPHS team assistants.
- Working for free in any business that charges money for its goods or services
- Volunteering at any religious service. Volunteering AFTER the service is acceptable.
- Working at a doctor’s private practice
- Helping a friend, family member, or neighbor do common household chores like painting, cleaning, gardening, etc. unless arranged by CPHS
- Tutoring or homework help *that is not arranged by your counselor.*
- Helping teachers during the school day.

The best way to get hours in school is getting involved in clubs, class activities, and Student Council. These rules are designed to be as close to the true nature of volunteering as possible.

COURSE SELECTIONS FOR THE FOLLOWING SCHOOL YEAR

Beginning mid- to late February, students and counselors will begin to meet and select courses for the following year. School counselors will conduct information sessions beginning in January to discuss course selection for the coming school year. Course selection is based on:

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

Students will be directed to use the Realtime Student Portal to select electives for the coming year. Students who don't know their Student Portal logon information must see their counselors. *Students may not request a certain teacher, start time, or dismissal time. These are determined by our scheduling software, and the greatest goal of scheduling is a balanced master schedule.*

SCHEDULE CHANGES

School counselors will begin with schedule changes at the start of the school year, prioritizing changes for those who are incorrectly scheduled. Drop/Add requests will not be addressed until the ***third full day of school***. The Drop/Add period is meant for students who wish to change elective courses. Drop/Add requests for teacher preferences or period preferences will *not* be addressed by counselors. **All drop/add requests must be submitted using the Google Form provided via email and QR code posted throughout the school building.**

COURSE CREDIT ASSIGNMENT

The chart below is based upon the graduation requirements of the State of New Jersey and the Cliffside Park Board of Education. It is possible for a typical student to accumulate 160 credits before graduation.

The following is the typical course-taking pattern for a student enrolled in the district who plans to attend a 4-year college. Specific courses to be taken are determined in consultation with the student, parents, and the school counselor.

COURSES	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
1	English 9	English 10	English 11	English 12
2	World History	US History 1	US History 2	Social Studies Elective
3	Mathematics	Mathematics	Mathematics	Math Elective
4	World Language	World Language	World Language	World Language Elective
5	Arts or Careers Elective(s)	Financial Literacy / Arts or Careers Elective	Arts or Careers Elective(s)	Arts or Careers Elective(s)
6	Biology	Chemistry	Physics	Science Elective
7	Physical/Health Education	Physical/Driver Education	Physical/Health Education	Physical/Health Education
8	Freshman Seminar	Sophomore Seminar	Junior Seminar	Elective
9	Lunch	Lunch	Lunch	Lunch

SPECIAL PROGRAMS

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

Academies at Cliffside Park High School

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

For more information visit the link below:

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

Senior Experience

The shared time program provides students with the opportunity to receive daily or weekly vocational / occupational training as part of their senior year high school program. Academic subjects are taken at the high school and students then report to mentors at specialized locations. (Senior Experience options can be limited for students enrolled in Advanced Placement courses.)

Dual Enrollment/College Partnerships

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

Students who sign up for this opportunity will be required to pay a fee to the college and meet specific criteria (such as earning a minimum grade) in order to earn credit. Courses are awarded “honors” weighting and include courses taken on college campuses and virtually via the colleges’ online applications.

Cliffside’s Academy for an Associate Degree(CAAD)

Cliffside Park High School, in coordination with Bergen Community College (BCC), will offer students the opportunity to earn an Associate Degree from BCC, while also meeting the requirements to obtain a New Jersey high school diploma. This will be completed over the 11th and 12th grades.

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

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

The benefits of this program includes the following:

- Opportunity to start college early
- Ability to fully participate in high school activities and athletics
- Reduced cost of college
- Ability to enter the workforce or attend graduate school at a much earlier age

Eligibility: Prospective CAAD students must have a stellar high school record through grade ten, and complete Algebra II before the beginning of the Junior year in order to participate. Applicants must also pass the Accuplacer exam, used by the college to determine readiness for elevated rigor in their courses.

CPHS AP STUDENT EXPECTATIONS AGREEMENT

Expectations

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

Taking an AP course and exam is a collaborative effort between the student, the parent or guardian and the school. Each party plays a role and must make a commitment to meet the expectations noted below.

- A student who requested an AP course will be required to complete all summer assignments for the course, if applicable.
- A student will **NOT** be able to drop the course after the drop/add period in September. Dropping the course after this deadline will result in a withdrawal “W” on the transcript and receive no credit. (A “W” acts like an “F” in a student’s grade point average.)
- Potential Consequences of Withdrawal:
 - o could affect post-secondary school acceptance, including two and four-year colleges or vocational/technical schools;
 - o could affect the ability of a student to compete at the college level because of a lack of subject knowledge, which this course could have provided;
 - o could affect athletic eligibility. (A student must be passing 30 credits in order to be eligible.)
- Please understand that the AP inclusion on a student’s schedule is an implied contract. What that means is that in exchange for being enrolled in the course, the student agrees to sit for, and take very seriously the standardized assessment that accompanies that course. The AP exams are administered in May.
- *Students choosing not to sit for the exam in May will be required to take a course final exam at around the same time of the school year, which will count toward their course grade.*

Advanced Placement Courses

AP Calculus AB

AP Calculus BC

AP Statistics

AP Computer Science Principles

AP Spanish Language and Culture

AP English Literature & Comp

AP Biology

AP US Government & Politics

AP Physics 1

AP Studio Art

AP PreCalculus

AP Computer Science A

AP English Language & Comp

AP Psychology

AP US History

COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS

ENGLISH I/ENGLISH I HONORS English 1 Honors requires an A in Grade 8 English and teacher recommendation; the writing of a special assessment essay may also be required.	5 Credits Full Year Grade 9
English I develops students' Language Arts proficiency through a comprehensive exploration of World Literature. Students sharpen their fiction and nonfiction reading comprehension and analytical skills across diverse genres while cultivating critical thinking, effective writing, vocabulary, confident oral communication, precise language use, and study strategies. The course emphasizes writing across multiple formats, including narrative, informational, expository, and persuasive essays, culminating in a research paper. English I Honors fosters advanced literacy skills through rigorous exploration of fiction and nonfiction reading comprehension, vocabulary, writing assignments, oral expression, research, and study strategies.	
ENGLISH II/ENGLISH II HONORS Prerequisite: English I/English I Honors Movement from a regular to an Honors course requires an A- average, teacher recommendation, and successful results from 9th grade state testing. The writing of a special assessment essay may also be required.	5 Credits Full Year Grade 10
English II cultivates advanced literacy skills by delving deeply into both fiction and nonfiction works spanning the breadth of American literary periods, from Native American traditions to the Modern Era. This comprehensive exploration will foster critical thinking, writing proficiency (including narrative, informational, expository, and persuasive/argumentative essays and a research paper), oral communication, and a robust vocabulary and grammar foundation. Honors students excel through in-depth exploration of fiction and nonfiction texts. Students cultivate critical and creative thought by engaging in in-depth discussions and analytical writing assignments, which are key components of creative, complex and independent thinking.	
ENGLISH III Prerequisite: English II/English II Honors Movement from a regular to an Honors course requires an A- average, teacher recommendation, and successful results from 9th grade state testing. The writing of a special assessment essay may also be required.	5 Credits Full Year Grade 11
This course encompasses literary works in British literature from the Anglo Saxon period through modern day. In addition, students will develop their critical thinking, writing, oral communication, grammar, and vocabulary skills. Students are expected to compose a research paper. Writing assignments include narrative, informational, expository, and persuasive/argumentative essays. Students will be encouraged to think critically and apply prior knowledge to new learning situations.	

ENGLISH III HONORS/COMPOSITION 1 (Dual Enrollment - Bergen Community College) Prerequisite: English II/English II Honors Movement from a regular to an Honors course requires an A- average, teacher recommendation, and successful results from state testing. The writing of a special assessment essay may also be required.	2.5 Credits Half-Year Grade 11/12
This is a dual enrollment course, which means that students can receive college credits from Bergen Community College. This course provides students the opportunity for extensive practice in critical reading, thinking, and writing. The course concentration is constructing convincing arguments, using evidence from reliable sources, and presenting material in a variety of formats including academic essays, visual/graphic presentations, and digital platforms. Students will analyze, interpret, and respond in discussion and writing to a variety of texts. Students will be able to demonstrate full engagement in the process of academic writing, including gathering ideas, developing and clearly stating thesis statements, organizing, drafting, revising, and editing. Students will effectively integrate the ideas of others by employing summary, paraphrasing, and direct quotations while adhering to current MLA guidelines for text presentation, in-text citations, and Works Cited pages. Additionally, they will develop and defend a well-structured argument, using appropriate and reliable evidence to support their claims in a clear and organized manner. Students will be expected to write a research paper while also expanding their vocabulary and engaging in independent reading.	
ENGLISH III HONORS/INTRODUCTION TO THE SHORT STORY (Dual Enrollment - Bergen Community College) Prerequisite: English II/English II Honors Movement from a regular to an Honors course requires an A- average, teacher recommendation, and successful results from state testing. The writing of a special assessment essay may also be required.	2.5 Credits Half-Year Grade 11
Introduction to the Short Story is a dual enrollment course, which means that students can receive college credits from Bergen Community College for taking this class. This course explores short stories, focusing on their unique writing styles and storytelling techniques. Students will learn how short fiction connects to ancient storytelling traditions from different cultures and examine the wide range of themes found in these stories. The course includes works written in English as well as stories translated from around the world. Students will analyze, synthesize, and discuss a variety of literary techniques to demonstrate an analytic approach to reading through critical response papers and discussions. Students will also evaluate a variety of research tools to integrate secondary source material into written analyses of literature using MLA citation style. Students will be expected to write a research paper while also expanding their vocabulary and engaging in independent reading.	
AP ENGLISH III: Advanced Placement Language and Composition (AP) Prerequisite: English 2 H final grade of A- and teacher recommendation and successful results from previous state testing. The writing of a special assessment essay may also be required.	5 Credits Taken as Composition 1 (2.5 Credits) Technical Writing (2.5 Credits) Full Year Grade 11
AP English Language and Composition is an introductory college-level composition course. The students enrolled in this class have been recommended by their English teacher and have surpassed all qualifications of sophomore English. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and	

organization, and style. At the end of the Spring Semester the student will have the opportunity to earn college credit by taking the College Board Advanced Placement Examination.

ENGLISH IV Prerequisite: English III	5 Credits Full Year Grade 12
This course is designed to impart a varied and substantial experience of literary genres such as poetry, drama, fiction, and nonfiction. In addition to the continued study of vocabulary, grammar, and composition, the student will develop speaking, listening, and critical thinking skills. A research paper, as well as an oral presentation of the paper, is required.	
ENGLISH IV HONORS/COMPOSITION 2 (Dual Enrollment - Bergen Community College) Prerequisite: English III/English III Honors Movement from a regular to an Honors course requires an A- average, teacher recommendation, and successful results from state testing. The writing of a special assessment essay may also be required.	2.5 Credits Half-Year Grade 12
By exploring a diverse range of fiction and nonfiction texts, students refine their understanding of literary genres and stylistic elements while deepening their ability to write analytically and think critically. Through reading, writing, speaking, and listening, students expand their vocabulary and apply their knowledge to crafting narrative, expository, and persuasive/argumentative essays. They will apply their oral communication skills by crafting formal oral presentations.	
ENGLISH IV HONORS/LATIN AMERICAN LITERATURE (Dual Enrollment - Bergen Community College) Prerequisite: English II/English II Honors Movement from a regular to an Honors course requires an A- average, teacher recommendation, and successful results from state testing. The writing of a special assessment essay may also be required.	2.5 Credits Half-Year Grade 12
Students will study poetry, essays, short prose and novels written by Latin American authors. They will examine Latin American life and culture from various critical perspectives as they identify the themes and styles that characterize Latin American Literature. They will recognize the emergence of a Latin American identity through the works of writers from diverse cultural backgrounds and apply a culturally relevant critical lens to respond to, evaluate, analyze, and understand Latin American literature. Language study expands students' general and specialized vocabulary through speaking, listening, reading, and writing. Writing assignments will include narratives, expository, and persuasive/argumentative papers. They will apply their oral communication skills to craft formal oral presentations.	

AP ENGLISH IV: Advanced Placement Literature and Composition (AP) Prerequisite: English 3 H/AP final grade of A-, teacher recommendation and successful results from previous state testing. The writing of a special assessment essay may also be required.	5 Credits Taken as Composition 2 (2.5 Credits) Intro to the Novel (2.5 Credits) Full Year Grade 11
AP English Language and Composition is an introductory college-level composition course. The students enrolled in this class have been recommended by their English teacher and have surpassed all qualifications of sophomore English. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style. At the end of the Spring Semester the student will have the opportunity to earn college credit by taking the College Board Advanced Placement Examination.	
INTRO TO THEATER (Dual Enrollment) Prerequisite: None	2.5 Credits Half-Year Grade 11-12
This course provides a comprehensive exploration of live theatre, encompassing its production, historical and cultural evolution, and critical analysis. Students will delve into the fundamental elements of theatre, tracing its history from ancient Greece and Rome to the contemporary stage, while examining diverse theatrical traditions from around the globe. Through the analysis of selected works, students will develop a keen understanding of theatre's relationship to historical and artistic values. Additionally, the course explores the multifaceted role of performance, equipping students with knowledge of the responsibilities and expectations within the theatre industry.	
CREATIVE WRITING (Dual Enrollment) Prerequisite: None	2.5 Credits Half-Year Grade 11-12
This workshop-style course fosters students' creative expression through writing poetry, fiction, narratives, and drama. Students explore their creativity in a friendly and supportive atmosphere. They will read, analyze and discuss the work of professional writers to note their techniques and see how various elements combine to create good writing. There will be an application of this knowledge in the creation of original work. Students will hone their critical skills and benefit from receiving “audience” reaction by participating in the workshop model with peers. As they listen to, read and discuss the works of others, they will be exposed to diverse voices and worlds.	

MULTILINGUAL LEARNERS

BEGINNING ML WIDA Score 0-1.8	10 Credits Double Period Grade 9-12
The Beginning ML course provides Multilingual Learners with a foundational language program. Students will begin to use limited vocabulary to participate in discussions on familiar topics spoken at normal speed with periods of momentary silence. This curriculum also employs additional instructional resources to expose students to academic language, essential for college and career readiness, and to enhance their language proficiency across all language domains: reading, listening, speaking, and writing through relevant and motivating content. The curriculum includes SEL (Social Emotional Learning) objectives to advance educational equity and excellence through authentic school-family-community partnerships. This course is aligned with the WIDA English Language Development Standards and the New Jersey Student Learning Standards for English Language Arts.	
INTERMEDIATE ML Prerequisite: WIDA Score 1.9-2.9 or Beginner ML	10 Credits Double Period Grade 9-12
The Intermediate ML course provides Multilingual Learners with a comprehensive language program. Students will begin to use expanded vocabulary to participate effectively in social and academic conversations and presentations with occasional difficulty. This curriculum also employs additional instructional resources to expose students to academic language, essential for college and career readiness, and to enhance their language proficiency across all language domains: reading, listening, speaking, and writing through relevant and motivating content. The curriculum includes SEL (Social Emotional Learning) objectives to advance educational equity and excellence through authentic school-family-community partnerships. This course is aligned with the WIDA English Language Development Standards and the New Jersey Student Learning Standards for English Language Arts.	
ADVANCED ML Prerequisite: WIDA Score 3.0-3.8 or Intermediate ML	10 Credits Double Period Grade 9-12
The Advanced ML course provides Multilingual Learners with a rigorous language program. Students will use expanded vocabulary effectively in social and academic settings with few errors and will rely much less on forms of non-verbal communication. This curriculum also employs additional instructional resources to expose students to academic language, essential for college and career readiness, and to enhance their language proficiency across all language domains: reading, listening, speaking, and writing through relevant and motivating content. The curriculum includes SEL (Social Emotional Learning) objectives to advance educational equity and excellence through authentic school-family-community partnerships. This course is	

aligned with the WIDA English Language Development Standards and the New Jersey Student Learning Standards for English Language Arts.

TRANSITIONAL ML Prerequisite: WIDA Score 3.9-4.4 or Intermediate ML	5 Credits Grade 9-12
The Transitional ML course provides Multilingual Learners with an intensive language program. Students will interpret conversational and academic expressions of grade-level concepts when spoken at a normal speed with no difficulties. This curriculum also employs additional instructional resources to expose students to academic language, essential for college and career readiness, and to enhance their language proficiency across all language domains: reading, listening, speaking, and writing through relevant and motivating content. The curriculum includes SEL (Social Emotional Learning) objectives to advance educational equity and excellence through authentic school-family-community partnerships. This course is aligned with the WIDA English Language Development Standards and the New Jersey Student Learning Standards for English Language Arts.	
LITERATURE FOR YOUNG ADULTS Prerequisite: WIDA Score 4.5 + or Transitional ML	5 Credits Grade 9-12
Literature for Young Adults provides highly motivated Multilingual Learners who have successfully exited the program a bridge year of language support. Learning objectives focus on understanding academic language conventions across content areas, making oral presentations that include an introduction and conclusion, using appropriate ways of speaking based on purpose, audience, and subject matter, analyzing literature, interpreting literary themes, examining the relationships between authors and their works, defining issues and using argument effectively, critically analyzing how literature relates to historical and current viewpoints, applying conventions of grammar and language usage, and critiquing characteristics of cultural variations represented in texts. This course is aligned with the WIDA English Language Development Standards and the New Jersey Student Learning Standards for English Language Arts.	
BILINGUAL STUDY SKILLS Corequisite: Beginning or Intermediate ML or Teacher Recommendation	2.5 or 5 Credits Grade 9-12
This course is designed to support bilingual and multilingual students in developing essential study skills, academic strategies, and language proficiency to succeed in high school coursework. This course provides a supportive and engaging environment where bilingual students can refine their academic skills while celebrating their linguistic and cultural strengths. Through interactive and collaborative activities, students will strengthen their reading comprehension, note-taking, time management, test preparation, and critical thinking skills while reinforcing English and home language literacy. The course integrates culturally responsive materials and real-world applications to enhance students' academic confidence and success across all subject areas.	

SPEECH & LANGUAGE COMMUNICATION Corequisite: Intermediate ML or Teacher Recommendation	2.5 or 5 Credits Grade 9-12
This course is designed to support multilingual learners in developing essential communication skills for academic, professional, and social success. Students will enhance their speaking, listening, reading, and writing abilities through interactive activities, collaborative discussions, and real-world applications. Emphasis will be placed on building vocabulary, refining grammar, and adapting language for various contexts, including academic presentations, professional interviews, and community interactions. Throughout the course, students will engage in narrative, informational, expository, and persuasive/argumentative writing, as well as role-playing exercises and public speaking opportunities. Students will also complete a research-based project that connects personal goals with college and career pathways. This course empowers multilingual learners to communicate effectively and confidently in diverse settings by fostering critical thinking, self-expression, and cultural awareness.	

HISTORY/SOCIAL STUDIES

MODERN WORLD HISTORY/MODERN WORLD HISTORY HONORS Prerequisite: None	5 Credits Grade 9
Modern World History is a ninth-grade course designed as a study of the historical development of human cultures beginning circa 1350 and ending in the 20th Century. Students will examine pivotal moments in world history such as intellectual movements, major conflicts, revolutions, and periods of exploration and trade. They will explore how people, goods, and ideas traveled throughout and between Asia, Africa, the Americas, and Europe. They will analyze the evolutions of different forms of government and make connections to today. There will be a strong emphasis on the development of critical thinking and literacy skills. World History Honors covers the same material as the general World History course but at a more advanced level. Students in this honors class are expected to show enhanced skills in writing, research, and analyzing various forms of resources.	

U.S. HISTORY I/U.S. HISTORY I HONORS Prerequisite: Modern World History	5 Credits Grade 10
This course traces the history of the United States from the arrival of the first Americans through the end of the 19th century. It introduces the themes of balance between unity and diversity, the shaping of democracy, the search for opportunity, and the influence of geographical factors. It also examines European, Native American, and African interaction in Colonial America, the American Revolution, the New Nation, the Constitution, the War of 1812, the development of democracy, the West, slavery, the Civil War, and Reconstruction. US 1 Honors is a course designed to prepare students for AP US History 2. Students will participate in an intense survey of the foundations of American history up until the Civil War/Reconstruction period. Honors students will work extensively on their writing skills. Students can expect this course to be fast-paced and require them to use higher-level thinking skills. Students will be expected to compare, contrast, construct, argue, evaluate, infer,	

deduce, analyze, interpret, criticize, apply, synthesize, explain, justify, summarize, revise, write, and test. It will be imperative that students are prepared to be challenged and to work diligently.

U.S. HISTORY II/U.S. HISTORY II HONORS Prerequisite: U.S. History I	5 Credits Grade 11
Focuses on the study of modern American history. The primary focus will be the latter part of 19th century America to the present. Students will investigate historical events and periods, as well as, the fostering of multicultural awareness. Recognition of ethical, civic, and democratic values present in American history, and the development of an historical perspective in relation to contemporary events represent the major aspects of the course. Literature, music, art, primary source readings, videos, simulations, and other activities will enhance the students' understanding of the time periods. United States History Honors 2 addresses the same content as the standard United States History 2 course but at a more advanced level. Students are expected to demonstrate higher level skills in writing, research, and the analysis of diverse resources.	
AP U.S. HISTORY II Prerequisite: U.S. History I/U.S. History I Honors	5 Credits Grade 11
AP U.S. History II is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes from Reconstruction to the present in American history. The curriculum emphasizes building historical thinking skills, understanding key themes, and grasping essential concepts as outlined by The College Board. Students will be expected to develop strong, evidence-based historical arguments.	
CONTEMPORARY AMERICAN ISSUES Prerequisite: U.S. History I	2.5 Credits Grade 11-12
Students are members of an international community and there are many current domestic issues that have an impact on their role as global citizens. This course provides a context for those issues and attempts to instill a general awareness and acceptance of differences in cultures and values. Students must learn to make responsible decisions and to exercise freedom of thought and choice based on examination of evidence and conflicting viewpoints. In this course we will identify and evaluate relevant information and develop the skills of critical analysis and independent judgment by examining the most current as well as long standing social issues this nation has and will continue to face.	
LATIN & CARIBBEAN STUDIES Prerequisite: U.S. History I	2.5 Credits Grade 10-12
The Caribbean and Latin American elective course allows students to explore this vast region from a variety of perspectives, including history, literature, music, religious studies, economics, and educational studies. Social, political, and economical successes, failures, and changes will be highlighted throughout the course through the use of primary and secondary sources.	

AP PSYCHOLOGY Prerequisite: Grades of A- or higher in English & Science	5 Creditss Grade 11-12
Why should you study psychology? This is a question you will be informally answering throughout the year. As you begin to learn more about psychology, you will ask yourself “why would anyone NOT study psychology?” AP Psychology introduces students to the structures and behaviors of individuals applying scientific methodology utilizing the guidelines set by the College Board to prepare students for critical and rigorous study of psychology. The AP curriculum stresses higher order thinking skills within a rigorous academic context. Students will be required to analyze, synthesize, and evaluate primary and secondary sources in addition to memorizing, comprehending, and applying facts.	
GENOCIDE & TOLERANCE (BCC Dual Enrollment) Prerequisite: U.S. History I	2.5 Creditss Grade 10-12
This course is an introduction to the history of 20th and 21st century genocides. Genocide can be defined as the deliberate mass killing of a large group of people, especially those of a certain religious, ethnic or a national group. Areas of focus include but are not limited to the Armenian, Ukrainian, Cambodian, Rwandan, Bosnian, and Guatemalan genocides with special attention given to the Holocaust (Shoah).	
AFRICAN AMERICAN HISTORY (BCC Dual Enrollment) Prerequisite: U.S. History I	2.5 Creditss Grade 10-12
The content of this course spans from the end of the Reconstruction Era to the present day. Its aim is to write into the historical discourse of all Americans the contributions of African Americans, which shaped this country through their distinctive struggles and experiences.	
AP U.S. GOVERNMENT & POLITICS Prerequisite: Honors U.S. History I and/or II	5 Creditss Grade 11-12
This college-level course is designed to provide an analytical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Completion of the course prepares students to take the Advanced Placement Test. Students enrolled in this course must take the appropriate AP exam.	

WORLD LANGUAGES

ITALIAN I Prerequisite: None	5 Creditss Grade 9-12
Italian I is an introductory level course to the Italian language and focuses on learning the fundamentals of the language from the alphabet to basic phrases. Students begin to learn the phonetic characteristics of the Italian language and how it is used when learning to read Italian. Students will also learn the present tense verb conjugation of various ARE verbs. Italian music, food, film, sports and culture is incorporated within the course and program to reinforce learning. Students complete various projects on selected units to reinforce learning topics.	

ITALIAN II Prerequisite: Italian I	5 Creditss Grade 9-12
Italian II is an intermediate level course to the Italian language and focuses on building on the basics of the language learned in Italian I. Students will be reading with more continuity at this level and will begin to write in paragraph form preparing them for future writing projects/ assignments throughout the rest of the course and program. Students complete various projects on selected units to reinforce learning topics. Students will also be learning the past tenses along with a review ARE verbs and introduction to ERE and IRE verbs.	
ITALIAN III HONORS (BCC Dual Enrollment) Prerequisite: Italian II	5 Creditss Grade 9-12
Italian III is an advanced intermediate level course to the Italian language and aims to build upon what students have learned throughout the first two years in the program. Students will continue enhancing their reading and writing skills and are introduced to Italian literature. Students complete various projects on selected units to reinforce learning topics. Students will also be reviewing tenses learned throughout the program along with the future tense to reinforce and enhance reading and writing skills.	
ITALIAN IV HONORS (BCC Dual Enrollment) Prerequisite: Italian III	5 Creditss Grade 9-12
Italian IV is the most advanced level of Italian offered and focuses on reading both short stories and the classics of Italian literature. In addition to this, students will have the opportunity to write essays using advanced vocabulary and an array of different verb tenses learned throughout the program. Students complete various projects on selected units to reinforce learning topics. As in any of the other previous courses, Italian music, food, film, sports and culture is incorporated within the course.	
FRENCH I Prerequisite: None	5 Creditss Grade 9-12
French I is a first level course to the French language. The students will be introduced to the fundamentals of the French language and will learn common phrases using basic level vocabulary. Students will also be using the present tense in speaking, reading and writing assignments and projects throughout the year. Also included in lessons and assignments will be key aspects of French culture such as its cuisine, music, cinema and sport.	
FRENCH II Prerequisite: French I	5 Creditss Grade 9-12
French II is an intermediate level course. Students will use the knowledge they have gained from their French I course to enhance learning in this course. Students will be learning and using intermediate level vocabulary in their daily lessons, assignments and projects throughout the year, which will assist them in speaking, reading and writing in French. As in the previous course, aspects of French culture are included throughout the course.	

FRENCH III HONORS (BCC Dual Enrollment) Prerequisite: French II	5 Credits Grade 9-12
French III is an advanced intermediate level course in the French language. Students will use the knowledge they have gained in their first two years in the program to help further their reading, writing and speaking skills in French. Students will also be using intermediate-advanced level vocabulary in their assignments and projects throughout the academic year. As in the previous courses, aspects of French culture are included throughout the course.	
FRENCH IV HONORS (BCC Dual Enrollment) Prerequisite: French III	5 Credits Grade 9-12
French IV is an advanced level course in the French language. Students will use the knowledge they have gained in their three previous years in the program to help further their reading, writing and speaking skills in French. Students will also be using advanced level vocabulary in their assignments and projects throughout the academic year. There is an emphasis on French literature, scripts and dialogues. As in the previous courses, aspects of French culture are included throughout the course.	
SPANISH I/SPANISH I HERITAGE Prerequisite: None	5 Credits Grade 9-12
This introductory course is designed for students with little or no previous study of Spanish. The students in this class will participate in speaking, listening, reading, and writing while exploring the people, culture, and geography of Spanish speaking countries. Tests, quizzes, and projects will be used to assess students' understanding of the language. Homework is very important in this course; it reinforces concepts and skills introduced in class. Active class participation is another factor that is extremely important and required in this course. This course will help students to get ready to transition into Spanish II. Spanish I Heritage is a course intended for students who have the ability to understand and speak Spanish at native or near native speaker fluency, but have little or no formal training in the language. In this course students will develop their reading, listening, writing, and speaking skills in Spanish. Literacy in the language is improved through exposure to a variety of Hispanic literature. Oral presentations will help students with the speaking aspect of the language. This course will help students to get ready to transition into Spanish II Heritage.	
SPANISH II/SPANISH II HERITAGE Prerequisite: Spanish I/Spanish I Heritage	5 Credits Grade 9-12
Students will continue to study Spanish by expanding their knowledge from Spanish II. Spanish II consists of learning important vocabulary topics and complex grammar concepts. At this level, students will be able to comprehend reading passages in depth. They will also begin to express themselves more fluently, and meaningfully in both speaking and writing. Each unit of study will include two sets of new vocabulary themes, and two sets of grammar concepts. All these practices will reinforce the acquisition of vocabulary and grammar. There will be a strong emphasis on providing context and conversational examples for the language concepts presented in each unit, which will facilitate opportunities for students to converse in Spanish. Students should expect to be actively engaged in learning, and understanding common vocabulary terms, phrases, sentences, and use a wide range of grammar patterns in their speaking and writing. Students will be required to participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries. Frequent assessments will be taken where their language progression can be monitored, and tailored for mastery. Spanish II Heritage has been developed	

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

SPANISH III HONORS/SPANISH III HERITAGE (BCC Dual Enrollment) Prerequisite: Spanish II/Spanish II Heritage	5 Credits Grade 10-12
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Spanish III features lessons incorporating real life situations in Spanish Speaking countries, engaging students in communicating in Spanish while reading and speaking during class discussions. The sequencing of lessons allows students to become exposed to a vast vocabulary that follows the lessons. Students are exposed to a variety of grammar lessons throughout the course of study. Students study the preterit, imperfect and subjunctive tense throughout the course. Each chapter has a unique layout that discusses culture, grammar and vocabulary. The Heritage course is designed for students who have already taken Spanish Native Speakers II or took the placement exam and obtained high grades, and were recommended by their teacher. The goal of this course is to help students deepen their knowledge of the Spanish language, and literature of the Spanish-speaking world. In this course we will study approximately 16 authors. We will also study the cultural and historical background of each author. Of course, to study Spanish at an advanced, academic level, we will do grammatical analyses. Students will put their grammatical skills into practice by developing several writing projects. The class will be given entirely in Spanish.

SPANISH IV HONORS (BCC Dual Enrollment) Prerequisite: Spanish III Honors/Spanish III Heritage	5 Credits Grade 11-12
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Spanish IV features lessons that integrate language and culture. In each chapter, students come across the development of language skills and cultural awareness, through active use of different art, literature and music from the Spanish speaking world. Through the sequencing of lessons, students are exposed to different grammar lessons reviewing and incorporating preterite and imperfect tense, and the present subjunctive, and subjunctive alongside the indicative. Students are also exposed to an extensive vocabulary list that is embedded with the lessons in culture and grammar of each chapter.

AP SPANISH LANGUAGE & CULTURE Prerequisite: Spanish IV Honors/Teacher Recommendation	5 Credits Grade 11-12
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This is a course and examination offered by the College Board in the United States education system as part of the Advanced Placement Program. This course is primarily a comprehensive review of all previous knowledge pertaining to the Spanish language. This class builds upon the skills developed within introductory to advanced Spanish classes by applying each skill to a specific, contemporary context (health, education, careers, literature, history, family, relationships, and environment being common themes). Thus, the students strive to refine their skills in writing, reading, speaking, and understanding spoken Spanish. Students concentrate on developing proficiency in such skills specifically in preparation for the AP Spanish Language examination. In addition, this

course will emphasize mastery of linguistic competencies at a very high level of proficiency.

VISUAL ARTS

ART 1 Prerequisite: None	2.5 Credits Grade 9-12
This course is designed to give students a taste of everything. The students are exposed to art history, art criticism, art aesthetics and art making. A variety of mediums are explored such as clay, paint, charcoal, and wire. This allows students to try out sculpture, drawing, painting, printing and more so that if they choose they can explore one of these mediums solely in a future course. (Suggested requirement before any other art course.)	
ART 2 Prerequisite: Art I; 8th Grade Adv. Art or Teacher Rec	5 Credits Grade 9-12
This course is designed to give students a taste of everything. The students are exposed to art history, art criticism, art aesthetics and art making. A variety of mediums are explored such as clay, paint, charcoal, and wire. This allows students to try out sculpture, drawing, painting, printing and more so that if they choose they can explore one of these mediums solely in a future course. (Suggested requirement before any other art course.)	
ART 3 Prerequisite: Art II or Teacher Recommendation	5 Credits Grade 9-12
Art 2 is a studio-based class that will give students substantial experience creating art in two and three dimensions. The course is designed to develop art-making ability and higher level thinking in relation to art criticism, art history, technology and aesthetics. We will focus on making original art, expression through materials, perception and context. We will cover many different ways of making images and objects which will result in objects of utility and beauty. Art II should provide a context within which a student will examine a deeper understanding of art-making. It will further develop skills used to produce work in the studio. Students are expected to fully participate in classroom discussion/activity, meet deadlines on time, safely handle all equipment, and of course, create the best possible work that they can.	
3D DESIGN Prerequisite: None	2.5 Credits Grade 9-12
Half-year course in Industrial Design introducing students to Computer Aided Design, "CAD." Together we work on basic visual shapes, new file types, team projects, and basic architecture. We utilize Computer Aided Design software and freehand drawings to develop 3D Design representation and foster innovation. 3D Design of structure and materials are covered. Team and individual problem solving is emphasized. Advanced design concepts are explored; including movable parts, 3D printing, and critical thinking.	

INTRODUCTION TO DIGITAL ART Prerequisite: None	2.5 Credits Grade 9-12
Explore the electrifying world of digital art with this immersive Intro to Digital Art class. Unleash your creative potential using industry-leading software like Adobe Photoshop and Illustrator. Master the fundamental building blocks of visual expression – color theory, composition, and design principles – through engaging projects. Experiment with a vibrant toolbox of digital brushes, textures, and filters, crafting everything from expressive digital paintings to eye-catching graphic designs. Learn how digital art breathes life into communication, advertising, and branding, as you create your own impactful visuals. Challenge yourself with projects that progressively build your skills, culminating in a final portfolio showcasing your unique artistic and design voice. The future is digital, and this class will help prepare you for the future of digital art.	
GRAPHIC DESIGN Prerequisite: None	5 Credits Grade 10-12
Students will learn essential Photoshop concepts using Adobe Photoshop CC latest version. By the end of this full-year course, students will feel confident in designing graphics for use in websites, retouching and manipulating photographs, creating GIF animations, and using Text, Layers and Drawing Tools to create original images.	
ADVANCED GRAPHIC DESIGN Prerequisite: Graphic Design	5 Credits Grade 11-12
This course builds on foundational design skills and introduces advanced applications of visual communication. Students will use Adobe Creative Cloud programs to design and manipulate various types of media while exploring advanced visual storytelling, branding and identity systems, and publication and layout design. Emphasis is placed on professional practices, including portfolio development and career preparation, giving students the tools to showcase their work and pursue future opportunities in design and related fields.	
INTRO TO FASHION DESIGN Prerequisite: None	2.5 Credits Grade 9-12
This half-year course delves into Fashion Design and Advertising, emphasizing hands-on experience with drawing designs and tailoring costumes. Students will explore aesthetic principles in Fashion Design and Advertising, studying merchandising and fashion accessories. Using technology, they'll investigate 21st-century trends in these fields. The latter part of the semester focuses on producing custom work and products. Students will develop original solutions for commercial tasks, understanding how visuals communicate information and emotions. Practical exercises will teach them to create layouts for various media like props and fabric.	
INTRO TO INTERIOR DESIGN Prerequisite: Art I, 3D Design	2.5 Credits Grade 10-12
This course explores the world of interior design. From color theory and spatial arrangements to furniture selection and lighting concepts, students will delve into the fundamental principles of creating functional and aesthetically pleasing interiors. Through hands-on projects, students will develop skills in drafting floor plans, choosing color palettes, and creating mood boards. Unlock your creativity and gain	

insights into the exciting field of interior design as you transform ordinary spaces into extraordinary environments.

ANIMATION Prerequisite: Intro to Digital Art, 3D Design or Graphic Design	2.5 Credits Grade 11-12
In this half-year course, students are immersed in the world of digital animation, leveraging the powerful capabilities of Adobe software tools. Designed for both aspiring animators and students curious about multimedia storytelling, this course delves deep into the art and science of animation. Through a blend of hands-on projects, collaborative exercises, and in-depth tutorials, students embark on a creative journey that covers essential animation principles, advanced Adobe techniques, and innovative storytelling methods. Whether crafting intricate character animations, exploring the visual magic of motion graphics, or conceptualizing compelling narratives, students gain practical skills and creative insights that are invaluable in today's digital age. With a focus on fostering creativity, technical proficiency, and critical thinking, this course equips students with the tools and knowledge to bring their animated visions to life while preparing them for further studies or careers in animation and digital media.	

CERAMICS Prerequisite: None	5 Credits Grade 9-12
This course provides an introduction to Ceramic Sculpture with a specific focus on hand building processes. Contemporary Ceramics is an expansive art form including pottery and vessel making, sculptural works and painted tile work. The options for working with fired clay are limitless and the technical subject matter complex. This course presents projects, which give the student experiences in developing ideas based on contemporary culture. Sculpture processes which are additive and subtractive, plaster mold making, plus pinch, coil building, extrusion and slab construction methods as applied to sculpture will be taught. Glaze lectures, including a technical introduction to raw materials, will be included. An introduction to electric kiln firing is also presented. The class format will include image presentations and demonstrations of hand building and sculpture techniques. Class lectures will incorporate highlights from ceramic history along with many contemporary examples. The course will consist of four major projects.	

INTRO TO PHOTOGRAPHY Prerequisite: None	2.5 Credits Grade 9-12
This half-year course offers freshmen an engaging introduction to the art and practice of photography. Students will explore the history and evolution of photography while learning the fundamentals of camera operation, composition, and lighting. Hands-on projects will guide them in capturing and editing images, with an introduction to Adobe Photoshop and Lightroom for digital enhancement and creative expression. The course builds a strong foundation for future studies in photography and visual arts.	

DIGITAL PHOTOGRAPHY (BCC Dual Enrollment) Prerequisite: None	5 Credits Grade 10-12
In the Digital Photography course, students will gain hands-on experience with creating art by capturing images, processing on the computer, and presenting original expressive work. Photography is a form of visual communication and should lead to a greater knowledge of self as well as a critical understanding of images encountered in daily life. We will emphasize the language of photography as it relates to art, advertising, print media, cyberspace, journalism and beyond. Class critiques of ongoing work will	

provide a forum to critically discuss photography as an art form in both personal and cultural terms. Equipped with technical skills, the student should understand how to impact and interpret our image based technological environment.

AP STUDIO ART Prerequisite: At least 7.5 Credits of Visual Art	5 Credits Grade 11-12
The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.	

PERFORMING ARTS

INTRODUCTION TO MUSIC Prerequisite: None	2.5 Credits Grade 9-12
Is a music elective for students who enjoy singing and learning the everyday aspects of music. Music is a general melody of sounds that unify the mind and soul, not even language differences can stop music from reaching out to her selected audience. Even before recorded history, people created music, whether through drumming, singing or chanting. Some of our strongest emotions may be brought on by listening to a piece of music. In this modern age, we hear music around us almost all of our waking hours, in one form or another: radio, television or film music and our personal music.	

INTRODUCTION TO WORLD MUSIC Prerequisite: None	2.5 Credits Grade 9-12
Explore the heartbeats of global cultures with our World Music Course. This journey delves into the musical traditions of various regions, spotlighting the distinctive sounds and cultural contexts of instrumental groupings. From the resonating strings of Asia's sitar and China's erhu to the rhythmic beats of Africa's djembe and the haunting melodies of South America's queen, students traverse the globe, uncovering the historical, cultural, and performance nuances that shape each musical expression. Throughout the course, participants not only develop keen listening skills and theoretical knowledge but also engage in hands-on experiences through digital apps, hands-on activities, and demonstrations. These interactive sessions provide practical insights into playing techniques and emphasize the interconnectedness of global musical traditions. Students emerge with a profound appreciation for the rich tapestry of world music, recognizing both its universal allure and the unique cultural stories it tells.	

MUSIC PRODUCTION TECHNOLOGY Prerequisite: Intro to Music, Vocal Music, or Band	5 Credits Grade 10-12
Music Technology is a course that exposes students to software applications and audio production concepts that can be a foundation for a number of multimedia, audio and music careers. Students will learn about the MIDI (Musical Instrument Digital Interface), which is the language of digital audio and	

digital music. They will become skilled in pro audio and sequencing applications such as Pro Tools, Mixcraft, ACID Pro, Sound Forge, and other Digital Audio Workstations (DAW's) that are used in the professional world. Music Technology takes place in the brand new Music Tech. Lab at the high school.

VOCAL MUSIC Prerequisite: None	5 Credits Grade 9-12
High school concert choir is a music elective for students who enjoy singing and desire to study a wide variety of styles from the earliest written vocal music to that of the twenty first century. Repertoire includes classical vocal masterworks, as well as that of Broadway, jazz, rock, folk, and multi-cultural works. The concert Choir performs at least two concerts annually. Students may also participate in competitions, festivals, and arts related field trips. Select members may also choose to audition for festival choirs on the county and state level with the approval of their instructor.	

BAND/ADVANCED BAND Prerequisite: None	5 Credits Grade 9-12
High school band is a large instrumental ensemble which performs at the winter and spring concerts each year. Band class is available to all woodwind, brass, string and percussion instruments. Although used occasionally, piano, guitar, and drum set are not instruments full time in the band, so students who play those instruments will need to learn a secondary instrument in order to be in the class. All students enrolled in band class are required to be part of the marching band/color guard. This group requires additional rehearsals and performances throughout the football season. All members are expected to attend summer band camp in August. Participation in band does not hinder students from participating in other fall sports. Students in band will also have the opportunity to take part in jazz band, chamber ensembles and pit orchestra among other musical opportunities. Advanced Band is a full year course for students possessing intermediate instructional procedures on woodwind, brass, and percussion instruments. The permission of the instructor is required to register for this course. Students in Advanced Band study and perform music of an intermediate level with emphasis on developing technical ability, characteristic tonality, and knowledge of phrasing. Performances are culminating experiences without equivalent substitutes.	

GUITAR 1 Prerequisite: None	5 Credits Grade 10-12
The String Instrumentals class is a group guitar and/or ukulele lesson environment. Students are provided acoustic guitars and/or ukuleles, lesson books and other supplemental equipment and materials. There is a performance requirement to this class outside of school hours, similar to the Band, Advanced Band, Chorus and Vocal Ensemble courses. There is no experience required on any instrument to take this course, though it is highly encouraged that students take Introduction to Music as a prerequisite. Concepts taught include: open chords, barre chords, music theory, major and minor pentatonic scales, major and minor scales, finger-picking, strumming, note-reading, tab-reading, 7th chords, chord-transitions, fretboard positions, tips and tricks, ensemble playing, ensemble performance, soloing, rhythm patterns, etude preparation and much more. Students at the intermediate level are welcome to take the course and are taught the same concepts with more depth. Many styles of guitar-playing are explored during this course as well as their historical and cultural significance.	

MATHEMATICS AND COMPUTER SCIENCE

INTENSIVE MATHEMATICS Prerequisite: None	5 Credits Grade 9
This course aims to assist students in mastering fundamental concepts of elementary and middle school mathematics that they may not have previously covered before entering high school. The curriculum is tailored to each student's needs, allowing them to progress at their own pace and acquire the essential skills required to move on to Algebra 1.	
INTENSIVE ALGEBRA 1 Prerequisite: None	10 Credits Grade 9
This two-period class focuses on preparing students thoroughly with the foundational concepts necessary for Algebra 1. Algebra 1 serves as a crucial framework for articulating relationships and dynamics—core principles in mathematics, often referred to as the language of science. Throughout Algebra 1, students will master fundamental algebraic techniques for expressing real-world scenarios. They will gain proficiency in comprehending functions and equations of lines, graphs, linear inequalities, systems of linear equations, exponential functions, Polynomials, Quadratic equations and functions, connections with Geometry, rational equations and functions and probability and Statistics. Additionally, students will acquire skills in modeling and solving significant problems involving linear, exponential, and quadratic functions.	
ALGEBRA 1/ALGEBRA 1 HONORS Prerequisite: Proficiency in Pre Algebra or Grade 8 Mathematics	5 Credits Grade 9
Algebra is a branch of mathematics that uses mathematical statements to describe relationships between variables used to describe phenomena in science, technology, business and life. Students learn to use structured thinking to create relationships between known and unknown quantities. Upon the successful completion of this course, students will be able to: perform standard operations and estimations; make decisions based on linear and nonlinear relationships; represent and analyze relationships among variable quantities to solve problems involving patterns, functions and algebraic concepts; use probability, statistics and data analysis to understand a data set; make connections between quantities and see patterns. In the honors course, students will achieve proficiency in the following areas: performing standard operations and estimations; making informed decisions based on linear and nonlinear relationships; representing and analyzing relationships among variable quantities to solve problems involving patterns, functions, and algebraic concepts; employing probability, statistics, and data analysis to comprehend and interpret data sets; discerning connections between quantities and identifying underlying patterns. This course adheres to the New Jersey Student Learning Standards for Mathematics (NJSL-S-M).	
GEOMETRY/GEOMETRY HONORS Prerequisite: Algebra 1	5 Credits Grade 10
This course continues on concepts introduced in middle school and aligns with the NJSL-S-M state standards. Students explore complex geometric situations and deepen their explanations of geometric relationships through proofs which rely on formal mathematical arguments. The course emphasizes	

problem-solving in practical contexts, the curriculum covers topics such as transformations, congruence, similarity, trigonometry, two- and three-dimensional shapes, circles, and probability. Geometry Honors is an advanced exploration of geometric concepts enriched by interactive modeling tools like Desmos. This course delves deeply into the study of circles, polygons, and geometric probability. Students engage in extensive hands-on activities and rigorous problem-solving exercises to analyze and manipulate geometric figures. They learn to apply geometric principles to real-world scenarios, enhancing their spatial reasoning and analytical skills. By integrating technology such as Desmos, students visualize and experiment with geometric relationships, fostering a deeper understanding of concepts through dynamic simulations. This course offers a comprehensive approach to geometry, preparing students to tackle complex challenges and develop a strong foundation in geometric reasoning and problem-solving.

ALGEBRA 2/ALGEBRA 2 HONORS Prerequisite: Algebra 1	5 Credits Grade 9-11
Algebra II is an advanced course that builds on the foundational concepts introduced in Algebra I, placing a strong emphasis on functions. The curriculum covers a comprehensive range of topics including relations, functions, equations, and inequalities, with an exploration of their applications. Students will delve into the study of conic sections, polynomials, and rational expressions, enhancing their understanding of algebraic structures and operations. The course also introduces logarithmic and exponential functions, sequences, and series, providing a solid foundation for advanced mathematical analysis. Additionally, the principles of counting and probability are examined, equipping students with the skills necessary to solve complex problems in various contexts. Algebra 2 Honors is an advanced course focusing on deepening students' understanding of key algebraic concepts. Students will explore the real number system, extend properties of exponents to rational exponents, and perform arithmetic operations with complex numbers. The course emphasizes creating and interpreting expressions, solving equations and inequalities, analyzing functions using various representations, sequences, and series. Additionally, students will study circles, polygons, and trigonometry, build and compare linear and exponential models, and interpret categorical and quantitative data, preparing them for higher-level mathematics and STEM-related careers.	

TRANSITIONAL MATH Prerequisite: Algebra 1 & Geometry	5 Credits Grade 10-12
This is a third year math course. It extends the knowledge from Algebra I and Geometry, reviewing and building upon these concepts. It covers a range of topics, including properties and operations of real and complex numbers, evaluation of rational algebraic expressions and radical functions, and solutions and graphs of first-degree equations and inequalities. Students will also translate word problems into equations, perform operations with and factor polynomials, solve simple quadratics, and model with exponential growth and decay functions. Additionally, the course includes solving simple logarithmic equations, exploring properties of plane and solid figures, understanding coordinate geometry with lines, segments, and circles in the coordinate plane, and measuring angles in triangles including trigonometric ratios.	

COLLEGE MATH Prerequisite: Algebra 1 & Geometry	5 Credits Grade 11-12
This course reviews key Algebra II concepts and introduces students to a comprehensive college-level mathematics curriculum. The topics covered include an in-depth review of functions, rational expressions, and performing operations on polynomials. Students will explore exponents and logarithms	

extensively, gaining a deeper understanding of their applications. The course also delves into the study of trigonometry and matrices, providing a broad foundation in advanced mathematical concepts. To enhance learning, students will engage with traditional math practices alongside project-based learning, allowing for practical application and reinforcement of the material. This balanced approach ensures that students are well-prepared for further mathematical studies and real-world problem-solving.

PRE-CALCULUS/PRECALCULUS HONORS (BCC Dual Enrollment) Prerequisite: Algebra 2	5 Credits Grade 10-12
This course continues the exploration of functions both algebraically and graphically, using real-life problems to extend students' understanding. Topics include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. The curriculum also covers analytic trigonometry, linear systems, and matrices, as well as sequences, series, and probability. Additionally, students will delve into topics in analytic geometry, providing a solid foundation for calculus and further mathematical studies. This course is approved by the College Board.	

CALCULUS (BCC Dual Enrollment) Prerequisite: Pre-Calculus	5 Credits Grade 11-12
This dual enrollment high school calculus course extends the exploration of functions both algebraically and graphically, using real-life problems to deepen students' understanding. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. The curriculum also includes analytic trigonometry, linear systems, and matrices, as well as sequences, series, and probability. Additionally, students will delve into analytic geometry, laying a solid foundation for calculus and further mathematical studies. This course provides students with the opportunity to earn college credit while still in high school, preparing them for advanced academic pursuits.	

AP CALCULUS AB (BCC Dual Enrollment) Prerequisite: Pre-Calculus	5 Credits Grade 11-12
AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. This course is approved by the College Board.	

STATISTICS (BCC Dual Enrollment) Prerequisite: Algebra 2 or Transitional Math (With Approval)	5 Credits Grade 11-12
AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole,	

rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. This course is approved by the College Board.

AP STATISTICS (BCC Dual Enrollment) Prerequisite: Statistics or Pre-Calculus	5 Credits Grade 11-12
The AP Statistics Is a College Board approved course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. This COurse is approved by the College Board.	

INTRODUCTION TO CODING Prerequisite: None	2.5 Credits Grade 9-12
This course is an entry level course that empowers students to develop their coding skills in various domains, including web development, game and animation design, and app creation for devices. Through a series of engaging units, students will create authentic projects and explore computer science as a medium for creativity, communication, and problem-solving. This course encourages students to build practical coding skills while having fun and expressing their unique ideas through technology.	

AP COMPUTER SCIENCE PRINCIPLES Prerequisite: Intro to Coding	5 Credits Grade 10-12
AP Computer Science Principles is a course that encompasses a wide range of topics. When you take AP CSP, you'll learn how computers and technology are impacting our daily lives, from the apps we use, to how our personal data is collected, to how AI can have positive and negative consequences. Students will learn how to harness technology to: • Work collaboratively to address real-world issues • Design a program to solve a problem • Analyze computational work • Communicate ideas about technology	

AP COMPUTER SCIENCE A Prerequisite: Computer Programming or Computer Science Principles	5 Credits Grade 10-12
AP Computer Science A is a course that enables students to take on more advanced programming problems. When you take AP CSA, you'll learn the most in-demand programming language, Java, and build skills used by computer scientists to develop creative solutions to today's problems. Skills emphasized in this course include:	

- Designing a computer program
- Writing the necessary code to implement a program
- Testing program code and correcting errors
- Documenting and explaining how program code works
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SCIENCE

GENERAL SCIENCE Prerequisite: None	5 Credits Grade 9
This laboratory-based course provides students with a comprehensive understanding of the fundamental concepts of general science, with a curriculum tailored to meet diverse student needs. General Science integrates key principles from various scientific disciplines, including biology, chemistry, earth science, and physics. This course aims to foster a deep appreciation for scientific inquiry and the natural world while equipping students with essential skills for advanced scientific studies.	
SHELTERED GENERAL SCIENCE Corequisite: ML English	5 Credits Grade 9
This laboratory-based course provides students with a comprehensive understanding of the fundamental concepts of general science, with a curriculum tailored to meet diverse student needs, including those of Multilingual students and students with special needs. General Science integrates key principles from various scientific disciplines, including biology, chemistry, earth science, and physics. This course aims to foster a deep appreciation for scientific inquiry and the natural world while equipping students with essential skills for advanced scientific studies.	
BIOLOGY/BIOLOGY HONORS Prerequisite: None	5 Credits Grade 9
This course introduces the principles and concepts of biology. Emphasis is on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate an understanding of life at the molecular and cellular levels. Laboratory exercises reinforce lecture topics and include microscope techniques. Honors Biology covers topics typically covered in a high school biology course and prepares students for Advanced Placement Biology. Students study the structures, functions, and processes of living organisms and their interactions with the environment. Major themes include cell structure and specialization, energy and chemistry of life, genetics and evolution, diversity of life, plant systems, and ecology. Students learn complex biological concepts through interactive web-based lectures and applications, and knowledge is assessed through quizzes, tests, and projects.	
AP BIOLOGY Prerequisite: Chemistry, Biology and Physics	5 Credits Grade 12
P Biology is a year-long course that covers college-level introductory biology topics in molecular and cellular biology; anatomy, physiology, and diversity of plants, animals, and microbes; and ecology and evolution. An emphasis is placed on the themes that unify biology, including regulation of biological processes, energy transfer, continuity and change, evolution, the relationship between structure and function, emergent properties, interdependence in nature, the scientific process, and the relevance of biology in our everyday lives. Students learn useful biological techniques, gain the ability to design	

scientific experiments, effectively communicate results, and strengthen their knowledge of material presented in lecture. This course prepares students for the AP Biology exam.A

CHEMISTRY/CHEMISTRY HONORS Prerequisite: Biology	5 Credits Grade 10
This course encompasses the quantitative and qualitative study of matter and its changes. Students will develop critical thinking skills through a combination of authentic laboratory experiences, problem solving, data collection, and strategic thinking. Students will learn how to utilize technology to analyze and present data. The Honors curriculum includes more abstract concepts such as the components of matter, stoichiometry of formulas and equations, gases and kinetic-molecular theory, thermochemistry, electronic configurations and chemical periodicity and models of chemical bonding..Students investigate chemistry concepts through experience in laboratories and work using the processes of inquiry.	

CHEMISTRY IN THE COMMUNITY Prerequisite: Biology	5 Credits Grade 10
Chemistry in the community is a yearlong course built around societal issues as they relate to chemistry. Each unit is laboratory oriented and helps students to develop the skills necessary for problem solving, such as the ability to identify problems, to consider and evaluate possible alternative solutions, to weigh their risks and benefits, to separate fact from opinion, to verify information and evaluate their worth and objectivity of sources, to interpret quantitative information such as tables, charts, and graphs, and to formulate and reach decisions logically. This course will help the student relate chemical knowledge to the problems and issues of modern society. Laboratory experiments are performed regularly.	

ADVANCED CHEMISTRY (BCC Dual Enrollment) Prerequisite: At least a B in Honors Chem or an A in Reg Chem	5 Credits Grade 11-12
Advanced Chemistry is designed to be a college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations and questioning as they explore the fundamentals of inorganic chemistry with some organic chemistry. The basis of this course is a more in depth look at one of the central sciences discussed in previous courses. Some of the concepts include; solutions, colligative properties, and chemical bonding through structure and properties of substances, to transformations, and energy. A summer assignment will be given as a review and a reintroduction to chemistry.	

PHYSICS/PHYSICS HONORS Prerequisite: Algebra I	5 Credits Grade 11-12
This course concentrates on the core topics of kinematics, mechanics, momentum, electricity and magnetism. Secondary topics in the course include simple harmonic motion, waves, light, and the Bohr model of the hydrogen atom. The topics, and the order of presentation in this course, are geared towards reinforcing skills in algebra, while requiring no trigonometry. The course requires simple algebraic skills to understand complex, physical concepts. These concepts will be reinforced by engaging students in hands-on and online-simulated laboratories. The honors course delves deeply into the core topics of kinematics, mechanics, momentum, electricity, and magnetism. Advanced secondary topics include simple harmonic motion, waves, and the nature of light. The course emphasizes reinforcing algebraic skills while introducing elements of trigonometry to solve complex physical problems. Enhanced mathematical rigor and conceptual understanding are required, making use of	

advanced problem-solving techniques. Students will engage in comprehensive hands-on and online-simulated laboratories, fostering a deeper understanding through inquiry-based learning and real-world applications. The course will challenge students with additional projects and research assignments, promoting critical thinking and independent study skills.

AP PHYSICS 1 Prerequisite: Algebra II	5 Credits Grade 11-12
College Board: AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.	

ENVIRONMENTAL SCIENCE (BCC Dual Enrollment) Prerequisite: Biology & Chemistry with A Average/Teacher Rec.	5 Credits Grade 11-12
Environmental science is the study of the effects of natural and unnatural processes, and of interactions of the physical components of the planet on the environment. To understand the environmental issues of today, we must fully explore the underlying physical, biological and chemical processes of the earth. The course will focus on examining the scientific principles and the application of those principles to natural systems needed to address the environmental issues we are facing today. This course will examine many of the environmental science topics at an introductory level, ultimately considering the sustainability of human activities on the planet.	

THE HUMAN BODY (BCC Dual Enrollment) Prerequisite: Biology & Chemistry	5 Credits Grade 11-12
All organ systems are studied from a biochemical level to an organ system level with analysis of histological samples being a component of the study of all organ systems. The work in this course will exceed all previous expectations and be consistent with college level work.	

FORENSICS Prerequisite: Biology & Chemistry	2.5 Credits Grade 11-12
Forensic science is a half-year laboratory-based science class designed for students who are interested in forensic science. The purpose of this course is for students to gain experience in the major investigative techniques currently used by forensic scientists and crime scene investigators, and to develop an understanding of the scientific concepts which serve as the basis for these techniques. Students will learn to interpret quantitative information such as tables, charts, and graphs, and to formulate and reach decisions logically. Deducing fact from evidence and applying investigative techniques that call on chemistry, physics and biology will be required.	

ZOOLOGY/ANIMAL BEHAVIOR Prerequisite: Biology & Chemistry	2.5 Credits Grade 11-12
This half-year course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla leading to a unifying evolutionary connection between organisms. Upon completion, students should be able to demonstrate comprehension of animal	

form and function, including comparative systems of selected groups. Laboratory exercises include observations of preserved specimens and dissections to reinforce topics discussed in lecture.

NUTRITION SCIENCE Prerequisite: None	2.5 Credits Grade 9-12
Dive into the dynamic world of nutrition science and discover how food impacts your health and energy. Uncover the biochemistry of food, learning about the vital roles of macronutrients and micronutrients. Through hands-on labs and projects, you'll investigate how your body digests food and uses it for a healthy life. Examine the profound effects of diet on everything from athletic performance to long-term disease prevention. You'll also learn to critically evaluate food labels, analyze popular diet trends, and identify common nutritional misconceptions. This class culminates in a project where you apply your knowledge to create a personalized nutrition plan, preparing you to become a savvy consumer and a champion of your health.	

REAL-WORLD ENGINEERING Prerequisite: Algebra 1	5 Credits Grade 9-12
This introductory Physics course will use scientific and mathematical concepts to develop students' understanding of the various applications involved in building and maintaining homes and other structures. Students will begin with simple mathematical functions used in everyday construction, concentrating on different building materials and the manipulation of those materials in the design, creation, and building of structures. Students will further explore the use of electricity in the home, manipulating voltage, amperage, and resistance in devices common in construction. Topics will also cover, but not limited to, plumbing and the manipulation of water pressure as well as the science behind heat transfers, which govern the use of heating and air conditioning (HVAC) elements. The design, creation, and build components of this course will provide students with authentic learning experiences and opportunities to explore the main topics of physics as it is used in various disciplines.	

CAREER & TECHNICAL EDUCATION

FRESHMAN SEMINAR Prerequisite: None	2.5 Credits Grade 9
This comprehensive high school course is designed to equip students with essential skills and knowledge to excel academically and prepare for future success. Students will embark on a journey to discover what it truly means to be a Cliffside Park High School student, exploring various aspects that contribute to their personal and academic growth, including digital citizenship, achieving academic excellence, wellness, time management, community and diversity, and other practical skills. By the end of this course, students will be well-prepared for the challenges of high school and beyond, equipped with the knowledge, skills, and attitudes necessary for success in college, careers, and life.	

SOPHOMORE SEMINAR Prerequisite: None	2.5 Credits Grade 10
Sophomore Seminar is designed to equip students with essential organizational, research, and critical thinking skills necessary for academic success and lifelong learning. This course fosters curiosity, independence, and a love of learning through diverse activities and topics. Students will gain a deep understanding of social and emotional learning (SEL), focusing on self-awareness, self-management,	

social awareness, and decision-making through role-playing scenarios. Research skills are a crucial component of this course, with students learning various research methodologies, ethical considerations, and how to avoid plagiarism. Additionally, students will learn the basic concepts and history of AI, its real-world applications in fields like law, art, and education, and the most common AI tools. By the end of this course, students will have developed critical thinking skills, enhanced their ability to organize and manage tasks, and gained a foundational understanding of AI and its ethical considerations. They will be prepared to apply these skills in their academic pursuits and beyond, fostering a sense of curiosity and independence in their learning journey.

JUNIOR SEMINAR Prerequisite: None	2.5 Credits Grade 11
This half year course gives students the opportunity to begin preparing for their senior year. With only a year left of high school, now is the time to begin formulating and planning your future. Senior year preparation for college begins now. We look at the steps to improve college admissions and understand the level of preparation that is involved. This course will include social networking, personal finance, math, trade schools, military, college or is a GAP year your beginning. Time management will be stressed as well as skills needed when you become employed. These skills will be used for the rest of your life!	
CARPENTRY & MILLWORK 1 Prerequisite: None	2.5 Credits Grade 9-12
Industrial Arts is an integral part of a student's education. Through this viable course, students are challenged to use their skills, both mentally and physically, to create and construct a useful project made from wood. Students will be put into a Wood Shop where they will deal with practical and thought-provoking situations. The practical aspect deals with the various species of wood and related material. They will also be challenged to use and master the tools for solving, reading, math, and critical thinking. Projects will not just evolve. Planning, designing and construction must take place before a sense of accomplishment is felt. Students learn to think, create and become better consumers and understand the techniques involved in our highly technical society.	
CARPENTRY & MILLWORK 2 Prerequisite: Carpentry & Millwork 1	2.5 Credits Grade 10-12
The class is focused on producing high quality woodworking projects. This course is designed to utilize and improve basic skills learned in Technology and Design, as well as, introduce advanced techniques and information. Since the projects will be the focal point of learning, it will be required that the student select projects that are challenging to his/her ability. Students may also be assigned projects; many times the assigned projects will be manufactured by students to be used by the school. The student should select a project that will encourage use of tools, machines and techniques that he/she has not yet experienced. The student will have the use of all the equipment in the shop and will use proper safety techniques at all times.	
ADVANCED CARPENTRY & MILLWORK 3 Prerequisite: Carpentry & Millwork 2	5 Credits Grade 11-12

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

S.T.E.A.M. Lab Prerequisite: None	2.5 Credits Grade 9-12
STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century!	

ROBOTICS Prerequisite: None	2.5 Credits Grade 9-12
Robotics is a half-year course designed to introduce students to the field of robotics. Students will begin by studying and understanding simple mechanical tools (levers, pulleys, and other mechanical advantages humans engineer). They then will use these concepts to design and build simple devices that will be powered by various power sources. These devices would gradually add electrical components with a brief study of motors, sensors, and other embedded devices. Students will be able to utilize critical thinking and group brainstorming to design and create a mechanical device that will complete the required task. This class is mainly a hands-on course, and no previous experience is required.	

VIDEO NEWS PRODUCTION Prerequisite: None	5 Credits Grade 10-12
This is an innovative elective that will allow you to learn the history of television, how to work a video camera, the basics of videography and video editing skills. Not only will you become comfortable working the camera, but being in front of the camera as well. At the end of the course, students will be able to write a script, operate a camera, edit video clips, input graphics and become comfortable with public speaking.	

NUTRITION & CULINARY ARTS Prerequisite: None	5 Credits Grade 10-12
This course is designed to present to the student a broad background in the fields of human nutrition and culinary arts and science. Subjects range from the psychological factors and customs of eating to nutrition and the principles of cooking techniques. The effects of proper nutrition on the emotional and physical well being of the individual are emphasized. Students are provided with the various approaches to understand the process of nutrition and the advantages of awareness early in life. Nutrients, their functions and sources, metabolism and contemporary nutritional research updates are covered. Students use technology to reveal much of the advances in nutrition science available today. The students are also instructed on the principles of cooking techniques, followed by practical cooking labs to further enhance their knowledge and hands-on skills. The principles taught are often presented with scientific backing.	

Consumerism and current global issues are explored. Many food categories are covered, including but not limited to: grains, vegetables, salads, fruits, bread baking science, quick breads, pastries, meats, dairy, international topics, and culinary trends. There are numerous opportunities for creative expression in the culinary lab activities.

INTERNATIONAL CUISINE (BCC Dual Enrollment) Prerequisite: Nutrition & Culinary Arts	5 Credits Grade 11-12
This course is a culinary tour of many nations. Students will learn to prepare foods from different regions of the United States, Canada and Mexico, Central and South America and from various countries in Europe, Asia and the Middle East. Students will explore how the geography, climate and culture of a country or region influence its cuisine and will gain an appreciation for the diverse cuisines and cultures of the world.	

GOURMET FOODS Prerequisite: Nutrition & Culinary Arts	5 Credits Grade 11-12
Gourmet Foods is for the student who enjoys cooking and wants to explore advanced culinary techniques, more complex recipes and sophisticated ingredients. Prepare fresh pasta, create chocolate confections and fancy desserts, learn advanced knife skills to make tomato roses and other garnishes, participate in food competitions (think “Iron Chef” and “Cupcake Wars”), prepare hors d’oeuvres and appetizers for school and community events, and much more! This course builds upon the basic cooking skills learned in Nutrition and Culinary Arts. This class is recommended for culinary enthusiasts and students planning to pursue careers in the culinary arts.	

NUTRITION & WELLNESS Prerequisite: Nutrition & Culinary Arts	5 Credits Grade 11-12
This high school course explores the vital role of proper nutrition in maintaining a healthy lifestyle. Students will learn how balanced diets can reduce the risk of diseases, high blood pressure, and high cholesterol, while also enhancing overall well-being, immune function, and recovery from illness and injury. Key topics include the six major nutrient groups: carbohydrates, proteins, fats, vitamins, minerals, and water. Through hands-on activities in the lab, students will gain practical skills in using cooking tools, adhering to safety standards, and following directions. They will also develop the ability to work both independently and collaboratively, fostering essential teamwork and problem-solving skills.	

CONTENT CREATORS WORKSHOP Prerequisite: None	2.5 Credits Grade 9-12
A semester-long elective designed to introduce students to the fundamentals of digital content creation and responsible media production. This course provides students with hands-on experience in planning, developing, and publishing original content across a variety of platforms, including video, podcasting, blogs, and social media. Students will explore key aspects of content creation such as storytelling, scripting, video and audio production, editing, visual design, branding, and audience engagement. Emphasis is placed on using creative tools and digital platforms to craft purposeful content that is informative, engaging, and appropriate for online audiences. In addition to technical skills, the course integrates essential lessons in digital citizenship, internet safety, media ethics, and copyright law , ensuring students understand how to navigate online spaces responsibly and protect their digital identity. By the end of the course, students will compile a digital portfolio showcasing their work and growth as	

content creators. This course supports 21st-century communication, critical thinking, and creative expression, preparing students to contribute meaningfully to today's digital landscape.

BUSINESS EDUCATION

FINANCIAL LITERACY Prerequisite: None	2.5 Credits Grade 10
Financial Literacy introduces students to the world of business and prepares them for the economic roles of consumer, worker and citizen. A goal of the course is to provide students the intellectual tools needed to make wise financial decisions. In order to use these tools, students will take an analytical approach to most if not all consumer situations. This course will also serve as a background for other, more detailed business courses, such as accounting, marketing, and business law, as well as preparation for future employment. Students will learn ways to protect themselves from predatory business practices as they will be given a broad overview of the skills needed to write a business plan and open their own business.	
INTRO TO BUSINESS (BCC Dual Enrollment) Prerequisite: None	5 Credits Grade 9-12
Introduction to business is a comprehensive introduction to the dynamic world of organizations. This course equips students with a solid foundation in essential business concepts, practices, and terminology. By exploring key topics such as economic systems, social responsibility, business ownership, management, and operations, students will gain a deep understanding of how businesses function and succeed. This course not only imparts practical skills but also cultivates the attitudes, characteristics, and techniques necessary for thriving in the competitive business landscape.	
ACCOUNTING Prerequisite: Algebra 1	5 Credits Grade 11-12
This course is designed to bring the real world of accounting into the classroom. You will have the opportunity to use real-world accounting, real-world source documents, Real world financial statements and real-world multimedia. The prime objective of this course is to introduce students to the double-entry system of Accounting for a sole proprietorship, corporate, and partnership forms of business enterprises by using real-world applications and connections. Other important objectives include the following: To help students develop personal and professional skills for school and work. To help students understand the relationship between the manual system of Accounting and a computerized system.	
PRINCIPLES OF MARKETING (FDU Dual Enrollment) Prerequisite: None	5 Credits Grade 11-12
This year-long course will introduce a number of topics critical to student's understanding of marketing. Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. Students will learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management. Students will be engaged through a combination of hands-on	

activities and group projects. Authentic business problems will be used to highlight current industry standards and address business needs and trends in the world of today.

MARKETING 2 Prerequisite: Principles of Marketing	5 Credits Grade 12
In Marketing 2, students will build on the foundational skills and concepts learned in Marketing 1 to deepen their understanding of marketing principles and techniques. This course encourages students to think like entrepreneurs and prepares them for careers in business and marketing. Through engaging market research activities and collaborations with local businesses, students will explore the profound impact marketing has on individuals, businesses, and society. By the end of the course, students will understand the essentials of starting a small business venture, including the development of a business plan and marketing strategy. Additionally, the course will delve into the significant influence of marketing on the sports industry, offering students a comprehensive view of how marketing drives business success across various sectors.	

INTRO TO PERSONAL INVESTING (FDU Dual Enrollment) Prerequisite: Financial Literacy	5 Credits Grade 11-12
This course introduces you to the three areas of finance discipline, which include, Corporate Finance Investments, Financial Markets and Institutions. It provides you with the knowledge of finance and is a foundation on which you may build. You may be thinking "... investments are not a necessity for me because I have no money..." nothing could be further from the truth. The key to successful investing is time; young people have a distinct advantage over the old by this measure. By taking these courses, students can gain deeper knowledge about the following: The banking industry, investment opportunities, risk management, diverse markets, and investment strategies.	

INTRO TO ENTREPRENEURSHIP/INNOVATION (FDU Dual Enrollment) Prerequisite: Application & Interview	5 Credits Grade 11-12
This is a full year course for all students interested in prevailing in the 21st Century. Students will develop an entrepreneurial mindset, one which is capable of critical thinking and problem solving in a fast-paced professional setting. Class participants will build a basic knowledge of various entrepreneurial endeavors by operating the Cliffside Park High School's school store. Through this real-world project, students will be exposed to different types of creative entrepreneurial concepts, such as team-building, organization and risks involved with running a business. Students will also be challenged to identify and develop their personal professional strengths along with their imaginative spirits. Students interested in taking this class may indicate their interest, however, students will then be asked to interview in order to take this class. Students will be expected to operate the school store during specified school days and a required number of times outside of the normal class period.	

HEALTH, SAFETY & PHYSICAL EDUCATION

HEALTH 9 Prerequisite: None	1.25 Credits Grade 9
This class addresses everything from growth and development to self-esteem, from gender roles and stereotypes to understanding the influences of social media in today's society. Students will learn about	

how to resist peer pressure, sexual orientation, gender identity, alcohol, narcotics, tobacco, nutrition, Sexually transmitted diseases and depression. This course meets everyday and is a quarterly course worth 1.25 credits all students are required to pass health each year as a graduation requirement.

DRIVER EDUCATION Prerequisite: None	1.25 Credits Grade 10
This Course introduces students to become safe members of the driving community. Students are asked to read, view programs, and be involved in class discussions in an effort to prepare them to learn to drive defensively. Other topics which are mandated and addressed are dating violence and organ donation education. At the conclusion of the course, the NJ MVC driver examination is given. Passing the test with an 80 or above will exempt students from having to take this written test again. At age 16 students may choose to take driving lessons and obtain a Special learner's permit. This course meets everyday quarterly worth 1.25 credits all students are required to pass health each year as a graduation requirement.	

HEALTH 11 Prerequisite: None	1.25 Credits Grade 11
This class features the American Red Cross program. This is a comprehensive approach to basic first Aid and safety situations. Topics include simple cuts, lacerations, broken bones, burns, head injuries, heat and cold emergencies, heart attacks, strokes. Dating violence is addressed, preparing students to have the ability to identify emergencies and have the skills to help themselves or someone else until professional help arrives is the primary goal of the course, as well as how to use an AED in emergencies. This course meets everyday and is a quarterly course worth 1.25 credits all students are required to pass health each year as a graduation requirement.	

HEALTH 12 Prerequisite: None	1.25 Credits Grade 12
This class involves learning about many types of families. How various issues affect families, both mentally and physically. Examples of other related topics are financial planning, various life altering issues, identifying and preventing domestic violence, preparing for the prom, stress management, eating disorders and teenage suicide. This course meets everyday and is a quarterly class worth 1.25 credits all students are required to pass health each year as a graduation requirement	

PHYSICAL EDUCATION Prerequisite: None	3.75 Credits Grade 9-12
The Goal of the Physical Education program is to promote student wellness, encourage the acquisition of skills, knowledge of lifelong recreational sports, sportsmanship, responsibility and to encourage regular physical activity. Grades are determined by preparedness, effort, behavior and participation. Activities include Basketball, football, soccer, softball, kickball, tennis, track. Volleyball, weight training, physical fitness components, ultimate Frisbee, and spike ball. Students are required to pass PE each year as a graduation requirement. PE classes meet 3 marking periods and students receive 3.75 credits.	