

# **PROGRAM OF STUDIES**



**2021 - 2022**

**Principal**

James O. Morrison

**Vice Principal**

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**Director of Guidance**

Jayne Bembridge

**Counseling Staff**

Jenny Ihn

Susan Patterson

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Benjamin Liebowitz School Psychologist

Lisa White, Learning Consultant

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**Content Area Supervisors**

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Miriam d'Adolf

Ann-Marie Desplat

David DiGregorio

Elizabeth Giblin, Ed.D.

**Athletics/Physical Education/****Family Life**

Joseph Carollo

**Students and Parents:**

Tenaflly High School provides a comprehensive program of studies for its students. The curriculum addresses the needs of individual students and at the same time prepares them for the future. Students with diverse backgrounds, abilities, and interests have the opportunity to work together to develop social skills and mutual respect. Through our academic, fine and practical arts, physical education, athletic, and extracurricular programs, this school provides challenges and rewards for all its students.

James O. Morrison

Principal

Tenaflly High School  
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## **AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES**

The Tenafly Public School District prohibits discrimination based on the following protected categories: race; creed; religion; color; national origin/nationality; ancestry; age; sex/gender (including pregnancy); marital status/civil union partnership; familial status; affectional or sexual orientation; gender identity or expression; domestic partnership status; atypical hereditary cellular or blood trait; genetic information; disability (including perceived disability, physical, mental and/or intellectual disabilities); or liability for service in the Armed Forces of the United States. This includes equality of educational opportunities including classroom programs, curriculum development and instructional materials. The statement confirms compliance with Title VI of the Civil Rights Act of 1954, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Age Discrimination Act of 1975. (See Board of Education Policy Nos. 1140, 2260).

In accordance with Board of Education Policy No. 2260, the Board shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Student Learning Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in education programs and by providing opportunities for pupils to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

The Board of Education shall ensure all pupils have access to adequate and appropriate counseling services. When informing pupils about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to pupils on the basis of race, creed, color, national origin, ancestry, age, marital status affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

Tenafly Public School District Affirmative Action Officer

Dr. Evelyn Mamman

201-816-4503

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## PHILOSOPHY

*The philosophy of Tenaflly High School is to provide each student with an education that will develop the highest degree of individual excellence. We believe the primary responsibility of the school is to create a safe and caring environment that encourages learning and personal fulfillment and promotes the growth of self-discipline, responsibility and self-expression, as well as moral, intellectual and aesthetic values. We believe in respecting and valuing diversity, fostering social cooperation and good sportsmanship, and guiding students through the processes of critical thinking, problem-solving and decision making in order to adapt successfully and contribute as a positive force in their future communities.*

## **COUNSELING SERVICES FOR STUDENTS**

A counselor's responsibility reaches far beyond merely scheduling students into a program of studies. Each counselor is assigned to guide and counsel students throughout the high school years. The counselors attempt to get to know students' unique needs and try to help them recognize and fulfill their many potentials. Counselors assist students in the selection of a realistic and satisfying academic program, which they support by providing information about further education and career decisions.

In addition to counseling related to academic issues, counselors assist with the personal, social and emotional growth of their assigned students. They also work closely with teachers, parents, and other professional and community resources. The counselors and case managers are listed in the staff directory.

### **CHOOSING A PROGRAM**

The Program of Studies Guidebook outlines students' possible choices for next year and includes the information needed to plan their program. There is a wide range of courses, even within certain graduation requirements.

A four-year program, which includes the required courses in English; social studies; mathematics, science, world language; visual and performing arts; 21<sup>st</sup> century life and careers or career-technical education; financial, economic, business and entrepreneurial literacy; physical education, family life, and driver education; and technological literacy provides each student with an essential educational base. This core of knowledge and skills will allow students to pursue many career and educational options in the future.

If a student is considering enrolling in honors or Advanced Placement programs, it is recommended that he or she can enroll in a maximum of four honors and/or Advanced Placement courses. All students and their parents should think carefully about the impact of enrolling in multiple classes of the most rigorous courses available, considering the hours of work required by such courses and the need to balance academic work with extracurricular activities and a healthy lifestyle. When mapping the student's individual plan, students and parents should review the realistic expectation of each selected program with the counselor, teachers, and administrators. Students who elect a sixth course plus the Physical Education and Family Life program are strongly advised to enroll in fewer than four honors and/or Advanced Placement courses.

When a student chooses electives, he or she may want to pursue additional academic subjects and/or select a more extensive program of courses in the arts, business, or technological disciplines. If the student's future plans include college (especially a highly competitive one), specific college entrance requirements should be checked.

Prospective NCAA student-athletes must work closely with their school counselor to ensure selected studies and course placements are NCAA approved. Updated information regarding approved courses as well as overall NCAA requirements is available through the Guidance Department and the NCAA Eligibility Center website-[http://web1.ncaa.org/ECWR2/NCAA\\_EMS/NCAA.jsp](http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp)

Students entering 9th grade with specific vocational plans may choose to attend the Bergen County Technical High Schools for half a day in addition to their academic program in Tenafly.

Whatever a student chooses, he or she should take the time to think about personal interests, talents, long-term goals, and possible career choices. Students should talk them over with parents, teachers and counselors to make sure their program selection is the best one for them.

## **DEVELOPING A FOUR-YEAR PLAN**

Students should use the worksheet in the back of this guidebook to plan a program encompassing all four years of high school. They should write their tentative choices in pencil so they can make changes at a later time. Students should also keep it as a guide throughout the four years, updating it each year to accommodate their needs. After making or updating a student's four-year plan, he or she should use the sample registration form on the reverse side of the worksheet to pencil in his or her choices for next year. Students will be required to register for the course(s) recommended by the subject area department. (See The Registration Process.) Parents and students should review the worksheet together before final registration is made.

Students should also use the chart in the back of this guidebook to determine which courses can be used to satisfy state graduation requirements in the various subject areas (e.g., 21<sup>st</sup> Century Life and Careers, Visual and Performing Arts, etc.).

## **REGISTRATION PROCESS**

### **COURSE RECOMMENDATIONS & APPEALS PROCESS**

Course level placement recommendations may be appealed in writing to the teacher, whose decision, in turn, may be appealed to a committee. Students must use the official appeal form, which is available as Addendum F in this document and online on the THS website. In order to be eligible to appeal, and to implement a parental override if denied, students must have earned the following grades:

From CPA-Honors or AP	B+
From Advanced to Honors or AP	B
From Honors or AP to Honors or AP (Maintain level)	C+

Note that the grades in the above table are required for an appeal; the threshold grades for the initial recommendations are higher.

Addendum E of this document outlines the detailed appeals process, which is also posted online.

If a student wants to appeal a course level recommendation, the student must submit the appeal form to the principal's office. Appeals must be submitted between March 2 and 3PM March 9.

Students may not appeal more than two recommendations



## SCHEDULING AND LEVEL CHANGES

Program Changes: Adding and/or dropping courses and level changes

Selecting courses is the combined responsibility of the student, parent and counselor. A student's schedule is the result of a prior planning process shaped by the student's educational needs, interests, and desires. During that process, teachers will make course placement recommendations, and school counselors and other personnel will provide guidance to students and their parents to help them make informed choices, and to maintain awareness of available options and the longer range impact of course selections. The results of this process are then used to build the master schedule, balance class sections, and equalize teaching loads. However, students sometimes seek schedule changes after the school year begins. To minimize the problems that result from inappropriate student-initiated change requests, the following procedures will be implemented:

During the first week of school, the Guidance Department will attempt to quickly resolve requests that reflect the following:

A scheduling **error** resulting in an incomplete or inaccurate program  
Changes warranted by summer school makeup;  
Course addition(s) that do not require course drops  
Previous failure or noted conflict between student and assigned teacher;  
Level changes initiated by an administrator

**Only requests that reflect these circumstances will be processed during the first five days.**

Counselors will meet with students to consider additional kinds of schedule change requests. In petitioning for a change, students should be prepared to discuss why the results of the planning process are no longer appropriate. Students are advised that personal convenience and/or preference do not justify a change. Changes that will **not** be considered:

Teacher preference;  
An interest in joining friends in a particular class;  
Moving Driver's Education.

If a course is dropped between the beginning of the school year and the end of the first week after quarter 1 interim progress reports are available to parents, nothing will be noted on the transcript. If a student drops a course after the above designated time period through the end of the first quarter, W will be noted on the transcript. After interim progress reports, students wanting a schedule change must wait until the end of the current marking period for grades to be posted in Genesis before a schedule can be changed. Seniors who drop a course after the designated time period, or after a transcript has been submitted to a college, will be required to notify colleges about the changes in their academic program. Extenuating circumstances will be referred to the Principal, Vice Principal, and/or Director of Guidance.

Level change requests require the approval of administration, in consultation with the teacher, guidance counselor and, if applicable, the case manager. These changes are dependent on the availability of space in an appropriate class. In these instances, the original course will not be noted on the transcript, and the receiving teacher will factor in the students' grades in the original course in determining the semester grade. Note when changing course levels grades and attendance will be transferred to the new class.

## GRADUATION COURSE REQUIREMENTS

Readers should refer to the table found on Addendum A at the end of the Program of Studies.

Course	Credits	Years
English	20	4
World History (Grades 9 – 10)	10	2
US History (Grades 11 – 12)	10	2
Mathematics*	15	3
Science**	15	3
World Language	10	2
Visual and Performing Arts	5	1
21 <sup>st</sup> Century Life and Careers, Or Career-Technical Education	5	1
Financial Economic Business and Entrepreneurial Literacy	2.5	0.5
Physical Education	12	4
Family Life, Driver Education	4	
Technological Literacy – Integrated throughout curriculum		

\*Mathematics-15 credits including Algebra I and Geometry or the content equivalent and a third year that builds on the concepts and skills of algebra and geometry and prepares students for college and 21<sup>st</sup> Century careers.

\*\* Science-15 credits including laboratory biology; chemistry, environmental science or physics; and an additional lab/inquiry-based science.

## GRADUATION ASSESSMENT REQUIREMENTS

The high school assessment graduation requirements that are in place for the Classes of 2019, 2020, 2021, and 2022 are:

- Demonstrate proficiency on NJSLA/PARCC ELA 10 and/or Algebra I; or
- Demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the alternative assessments such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; or
- Demonstrate proficiency in ELA and/or mathematics by submitting, through the district, a student portfolio appeal to the NJDOE.
- Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

Proficiency levels/cut scores for the Classes of 2019 through 2022 are specified in the chart below:

## ELA and Mathematics Assessment Graduation Requirements for the Classes of 2019, 2020, 2021, and 2022

*This document reflects the high school graduation assessment requirements for the Classes of 2019, 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey on June 5, 2019.*

*The requirements for the Class of 2019, including the cut scores, remain unchanged from the requirements that were applied to the Classes of 2017 and 2018. These requirements now apply to the Classes of 2020, 2021, and 2022.*

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
<b>First Pathway:</b> <i>Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I</i>	NJSLA/PARCC ELA Grade 10 $\geq$ 750 (Level 4)	NJSLA/PARCC Algebra I $\geq$ 750 (Level 4)
<b>Second Pathway:</b> <i>Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</i>	NJSLA/PARCC ELA Grade 9 $\geq$ 750 (Level 4), <i>or</i> NJSLA/PARCC ELA Grade 11 $\geq$ 725 (Level 3) <i>or</i> SAT Critical Reading (taken before 3/1/16) $\geq$ 400, <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) $\geq$ 450, <i>or</i> SAT Reading Test (taken 3/1/16 or later) $\geq$ 22, <i>or</i> ACT Reading or ACT PLAN Reading <sup>1</sup> $\geq$ 16, <i>or</i> ACCUPLACER WritePlacer $\geq$ 6, <i>or</i> ACCUPLACER WritePlacer ESL $\geq$ 4, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) $\geq$ 40, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) $\geq$ 22, <i>or</i> ACT Aspire Reading <sup>1</sup> $\geq$ 422, <i>or</i> ASVAB-AFQT Composite $\geq$ 31	NJSLA/PARCC Geometry $\geq$ 725 (Level 3), <i>or</i> NJSLA/PARCC Algebra II $\geq$ 725 (Level 3) <i>or</i> SAT Math (taken before 3/1/16) $\geq$ 400, <i>or</i> SAT Math Section (taken 3/1/16 or later) $\geq$ 440, <i>or</i> SAT Math Test (taken 3/1/16 or later) $\geq$ 22, <i>or</i> ACT or ACT PLAN Math <sup>1</sup> $\geq$ 16, <i>or</i> ACCUPLACER Elementary Algebra $\geq$ 76, <i>or</i> Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) <sup>2</sup> $\geq$ 255, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) $\geq$ 40, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) $\geq$ 22, <i>or</i> ACT Aspire Math <sup>1</sup> $\geq$ 422, <i>or</i> ASVAB-AFQT Composite $\geq$ 31
<b>Third Pathway:</b> <i>Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</i>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

<sup>1</sup> Test is no longer administered but can be used for the graduating year.

<sup>2</sup> Beginning on Monday, January 28, 2019, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

Please visit the NJ Department of Education links appearing below for additional information and clarification.

<https://www.state.nj.us/education/assessment/parents/GradReq.pdf>

Required for a Diploma: 120 Credits

### CREDITS

A student must earn a total of 120 credits to graduate from Tenafly High School. In order to progress to the next grade level, students should have the following number of credits at the end of each year:

9 <sup>th</sup> Grade	30 Credits
10 <sup>th</sup> Grade	60 Credits
11 <sup>th</sup> Grade	90 Credits

As long as a student is enrolled in Tenafly Public Schools and is an active student at Tenafly High School, coursework he/she engages towards the minimum required graduation credits must be earned in courses approved in the Tenafly High School Program of Studies. All students must take a minimum of 6 courses a year including PE/Health to be considered a THS student.

\*\*\* NJSIAA New Jersey State Interscholastic Athletic Association-sports eligibility for fall sports -30 credits or greater from previous years (except new 9<sup>th</sup> graders) Spring sport eligibility-student needs 15 credits or greater to be eligible for sports.

Most semester-courses receive 2.5 credits and yearlong-courses receive 5 credits. Yearlong science courses with weekly laboratory sessions receive 6 credits.

Course credit is not applied until the completion of the course. For a semester-course, 2.5 credits will be issued at the end of the semester for students who have passed the class. For a yearlong course, 5.0 or 6.0 credits will be issued at the end of the second semester for students who have passed the class. Partial credit will not be issued for any courses.

All full-year courses will include an end-of-course cumulative assessment; some may include a mid-course assessment. Senior students may be granted exemption from the end-of-course cumulative assessment based on maintaining an A- grade average by the last school day in May. Information about exemptions can be found in the “Grading” section below.

For students who do not receive a passing grade during the year, summer school may be an option, although course selection is limited. Students may not repeat a course for credit for which they have previously received credit.

Note that some courses provide course credit toward the total number of credits needed for graduation, but do not satisfy subject-area requirements. For example, a student taking Creative Writing will receive 5 credits toward the graduation requirement of 120 credits, but this course cannot be used as a substitute for a regular English course to meet the English graduation requirement of 20 credits.

Students may make up credits or accumulate new ones only if the Summer School application form is completed. Those students who leave school after age 16, without meeting the graduation requirements, are encouraged to enroll in a high school equivalency course or attend an adult evening high school in order to qualify for a New Jersey High School Equivalency Certificate.

## **GRADING AND ASSESSMENT**

Grades will be reported at the end of the first quarter (Q1), end of the first semester (S1), at the end of the third quarter (Q3), and end of the second semester (S2). A grade for the final cumulative assessment in full-year courses and a final grade for all courses will also be reported. Only the final grade for each course will be reported on the student’s transcript.

Except for students who are exempt (as per the Senior Exemption guidelines below) from taking the end-of-course assessment for full year courses, all students must take the June end-of-course assessments.

A student who does not complete the end-of-course assessment/project for a full year course will receive a grade based on the teacher’s evaluation of the work accomplished throughout Semester 2 unless otherwise approved by the Vice Principal. The end-of-course assessment grade will be factored in as an “F”; this will count as 10% of the end-of-course grade.

Final grades for full-year courses will be determined and credits will be awarded according to the following guidelines

S1 = 45% of full-year grade

S2 = 45% of full-year grade

Final Assessment is given at the end of the year and is based on year-long course work

Final Assessment = 10% of full year grade

If a senior student is exempt from the Final Assessment, then S1 = 50% and S2 = 50% of full-year grade  
S1 may include a mid-year assessment (test, project, portfolio, etc.), which will be less than or equal to 10% of S1 average

Credit is awarded upon successful completion of the course work

### **Mid- and End-of-Course Assessments**

End-of-course assessments equal 10% of the end-of-course grade.

For full year courses, Semester 1 may include a mid-course assessment (test, project, portfolio, etc.) which is less than or equal to 10% of the Semester 1 average.

The June administration of end-of-course assessments will be announced and posted by March 15.

End-of-course assessments for Semester 1-only courses or quarter-year courses (Q1, Q2, Q3) will be administered at the end of the semester or quarters respectively as communicated by the teacher.

### **The June administration of end-of-course assessments for full year courses is based on yearlong, cumulative course work.**

Supervisors and teachers reserve the right to administer approved cumulative projects, portfolios, or other forms of assessment in place of traditional “final exams.” Cumulative projects, portfolios, or other form of assessments equal 10% of the end-of-course grade.

Semester 1 = 45% of full year grade

Semester 2 = 45% of full year grade

Final Grade for full year course = S1 (45%) + S2 (45%) + Final Assessment (10%)

Students who miss an end-of-course assessment due to extenuating circumstances will have their situation reviewed by the Vice Principal. If it is determined that the student has missed the end-of-course assessment under unavoidable circumstances, a makeup end-of-course assessment will be approved.

After an end-of-course assessment makeup exam is approved, the student must make arrangements with the appropriate Supervisor, teacher, and school counselor regarding the time and location of the makeup end-of-course assessment. A grade of incomplete will be given to the student until the makeup exam has been taken and evaluated.

Credit is awarded upon successful completion of the course work which includes the completion of the end-of-course assessment (except for exempt students).

Except for exempt students (Seniors Only – see *Senior Exemptions* section) from taking the end-of-course assessment for full year courses, all students must take the June end-of-course assessments.

A student who misses a June end-of-course assessment for a full year course without the Vice Principal’s determination of “extenuating circumstances” and subsequent approval will receive a grade based on the teacher’s evaluation of the work accomplished throughout Semester 2. The end-of-course assessment grade will be factored in as an “F”; this will count as 10% of the end-of-course grade.

### **Request to Take a Mid- or End-of-Course Assessment on Alternative Date**

Request to take a mid- or end-of-course assessment on an alternative date (i.e. date other than the assigned date per the announced and posted schedule), must be made to the Vice Principal. If the Vice

Principal approves an alternative administration, the student must make arrangements with the appropriate Content Area Supervisor, teacher, and school counselor regarding the alternative date.

For assessment integrity, alternative dates will generally not be approved before the scheduled date of the assessment. If an earlier administration is approved, the assessment will be in a different form than the assessment administered on the scheduled date.

### **Senior Exemptions**

Students participating in Senior Options (explained in a separate section below) complete class work on a date to be specified in May and do not take the June end-of-course assessments. The date in May for Senior Options will be announced and posted by March 15.

In addition, seniors who have a cumulative A- grade by the last school day of May in full year courses will be eligible for exemption from taking the June end-of-course assessment. Students must not have been denied credit for exceeding the maximum absence limit and must not have had their IDT privilege revoked at any time during the current school year. In addition, students must have the teacher's recommendation to be eligible for the exemption. The Vice Principal reserves the right to make the final determination regarding a student's exemption eligibility and/or status.

If a senior student is exempt from the June end-of-course assessment, then the final grade will be calculated as follows:

Final Grade for full year course = S1 (50%) + S2 (50%)

### **INCOMPLETES**

Students have five school days after report cards are issued to make up incompletes unless a written agreement outlining another arrangement is completed by the teacher, student and parent.

### **ACADEMIC UNITS FOR COLLEGE ENTRANCE**

Students preparing for college should be aware of the general college entrance requirements as they plan their high school programs. Most colleges require a minimum of 16 academic units, with one unit equal to five of our credits, or one full year of a traditional academic subject. This includes English, social studies, mathematics, science, and world languages. Tenafly's basic graduation requirement will provide 16 academic units except for some ELL students.

In addition, some colleges may have particular entrance requirements. These requirements should be considered in planning a program. To check these requirements, students should consult with their school counselor and individual college websites/admission offices. Student athletes who wish to pursue athletics at the college level should take additional care when making course selections as the NCAA has specific rules and requirements.

### **CAREER EXPLORATION**

Career exploration, mandated by the New Jersey Department of Education, is not a formal course, but an organized program of classroom and counseling department sponsored activities. These activities help students begin the process of career exploration. Every classroom teacher will devote at least one lesson each semester to career education. Counselors provide the other half of the career exploration curriculum via college and career information, individual and group counseling, and guidance. Additional support and information on colleges and careers is available in the College Career Counseling Center.

## A PROGRAM FOR EVERY STUDENT

In each of the academic subject areas, courses are distinguished by varying degrees of difficulty, demand, depth and challenge. These distinctions create options for students to learn in an environment commensurate with their capabilities and commitment. Courses differentiated by ability levels provide all students the opportunity to experience academic success and develop those competencies required for further learning in the field.

Each department, prior to registration, uses certain criteria that include standardized testing results, student grade performance, the level of a particular course and teacher evaluation to determine student eligibility for courses which require department recommendation. (See “The Registration Process”).

### GRADE POINT AVERAGE (GPA)

#### GRADE POINT AVERAGE CHART

Grade	Scale	AP/H	ADV	CPA	CPB
A+	98-100	5.05	4.8	4.55	4.3
A	93-97	4.75	4.5	4.25	4.0
A-	90-92	4.45	4.2	3.95	3.7
B+	87-89	4.05	3.8	3.55	3.3
B	83-86	3.75	3.5	3.25	3.0
B-	80-82	3.45	3.2	2.95	2.7
C+	77-79	3.05	2.8	2.55	2.3
C	73-76	2.75	2.5	2.25	2.0
C-	70-72	2.45	2.2	1.95	1.7
D+	67-69	2.05	1.8	1.55	1.3
D	63-66	1.75	1.5	1.25	1.0
D-	60-62	1.45	1.2	0.95	0.7
F	0-59	0.0	0.0	0.0	0.0

**NOTE:** W (Withdraw) is not included in grade point average; WF (Withdraw Fail) is included as a grade of "F".

Students who lose credit by cutting their way out of a class will have a WF noted on their report card and transcript.

Program of Studies Flowcharts for courses are color-coded as follows:

CPB	= College Prep B	Blue
CPA	= College Prep A	White
Adv	= Advanced courses	Orange
H	= Honors	Yellow
AP	=Advanced Placement	Purple

The Valedictorian and Salutatorian will be selected from the members of the senior class at the end of the second marking period, senior year. To be selected for this honor, the student must have completed at least 60 credits in Tenafly's regular academic program. Cumulative grade point average will be calculated up until June of the senior year, and this information will be included on the student's permanent record.

## ACADEMIC HONORS

Students are selected for Highest Honors or High Honors on the basis of the cumulative grade point average. To be eligible, a student must earn 30 credits after one year, 60 credits after 2 years, 90 credits after 3 years, and 120 credits by graduation. Highest Honors are awarded to students with a Grade Point Average (G.P.A.) of 3.95 or better and High Honors for a G.P.A. of 3.75 to 3.94.

## CLASS RANK

Class rank is generally an internal measure controlled by the individual schools. In the increasingly competitive postsecondary world, class rank holds minimal benefits for the majority of students. The goal of Tenafly High School, on the other hand, is to place every student in the most advantageous position toward his/her future goals in the global marketplace. Therefore, Tenafly High School does not rank its students. However, a Valedictorian and Salutatorian are named for each senior class at the end of the 7<sup>th</sup> semester. All courses at THS are used in computing GPAs. College courses or special programs taken during the year cannot be used for credit toward high school graduation nor noted on the transcript.

### Forwarding Senior Year Grades to the Colleges

Senior year grades are an integral part of a student's academic record which we are obligated to report to college admissions personnel. During the entire senior year, counselors will share with the colleges all academic information that is requested. Thus, seniors need to maintain good grades, all of which will be forwarded to the colleges per the following timelines:

During the Fall: Up until the end of the first marking period, a copy of the student's course of study will be provided to the college. As soon as interim report cards are issued, students may request that their grades be sent to college(s).

End of Fall Semester: A copy of the report card will be forwarded.

During the Spring: Interim grades will be forwarded if requested by the college.

At the End of the School Year: End-of-year reports will be forwarded.

## PERMANENT RECORDS AND TRANSFER OF CREDITS

A student's high school record begins at the ninth grade level. A transcript contains a listing of courses taken, grades received, and cumulative weighted grade point average.

Students are encouraged to inspect these records annually to verify their accuracy and use them as a basis for a conference with their counselors to determine progress and future plans. The contents of the permanent record are available for parents as well. To release information, a consent form must be signed by a parent or an 18 year-old student.

The following guidelines are used for the transfer of credits and grades earned by students who transfer in to Tenafly High School from other high schools:

Parents/Guardians must provide THS with the student's official transcript. If the transcript is written in a language other than English, the parent must have the transcript translated and converted by a professional credential conversion service approved by the THS School Counseling Office. Pass/Fail will be used on transfer transcripts with grades that do not convert to Alpha grades.



The School Counseling Office, under the supervision of the Director of Guidance, will evaluate each transcript. Transfer grades will not be averaged into a THS cumulative GPA. Grades for transfer students who enter Tenafly High School during the school year will be provided to each teacher by the counselor and will be used in conjunction with grades earned at Tenafly High School to determine the final grade.

### **COURSES TAKEN OUTSIDE OF TENAFLY HIGH SCHOOL PROGRAM**

Pursuant to N.J.A.C. 6A:8-5.1(a)(2), the Tenafly Public School District permits students to participate in student learning opportunities and courses outside of those offered in THS which meet or exceed the Core Curriculum Content Standards and which are aligned with individual interests, passions and career goals. For an enrolled THS student to complete a learning opportunity or course outside of those offered at THS and have that learning opportunity or course reflected on his/her transcript, approval must be granted in writing on the official school form and the student must adhere to the guidelines listed below.

Please note that non-weighted credit will be awarded for all such courses and will not be included in the student's GPA. Grades for approved learning opportunities/courses will be reflected on the student's transcript with the designation of "P" (Pass), "F" (Fail). Students may also obtain a "W" (Withdrawn) as indicated in #4 below.

1. The student should first meet with his/her School Counselor. The School Counselor will work with the student and his/her parent(s) to review the student's transcript and clarify the intent of the request. The School Counselor will also clarify how the request supports the student's 4-year plan and his/her post-secondary goals.
2. The student must then meet with the appropriate Content-Area Supervisor to present the proposed learning opportunity/course including, if applicable, its institutional affiliation. The Content-Area Supervisor will assess the standards, course requirements and curriculum of the proposed learning opportunity/course to ensure, among other things, that the learning opportunity/course meets or exceeds the Core Curriculum Content Standards. The Content-Area Supervisor will assess the proposed learning opportunity for overall rigor and expectations in comparison to the corresponding Tenafly High School offering, if applicable.
3. If the request is endorsed by the School Counselor and the Content-Area Supervisor, it will continue to the External Course Review Committee for final approval. The committee, chaired by the Vice Principal, comprises of the Director of Guidance, a designated Content-Area Supervisor, and a designated School Counselor. Participation in acknowledged student learning opportunities and courses outside of the THS Program of Studies is predicated on the application and approval process. Final approval on the official school form must be obtained for an enrolled THS student to enroll in and complete a learning opportunity or course outside of the THS program and for that learning opportunity/course to be reflected on his/her THS transcript. Coursework and learning opportunities which are denied may be appealed to the Principal. Deadlines for submission are June 1 for Summer and/or Fall Semester course work; January 1 for Spring Semester course work. Course work and learning opportunities which are denied by the External Course Review Committee may be appealed to the Principal within 10 school days from the original confirmed denial of the proposal. For remedial courses, please see #5.
4. If the student drops the approved student learning opportunity/course outside of the courses offered at THS within 5 weeks of the start of the experience/course AND informs their school counselor in writing, nothing will be noted on the THS transcript. If the student drops the approved student learning opportunities and courses outside of the courses offered at THS between 5 - 8 weeks after

the start of the experience/course AND informs their school counselor in writing, a “W” (Withdrawn) will be recorded on the THS transcript. The student will be issued a pass or fail grade on the THS transcript after 8 weeks of the start of the experience/course and will not be eligible to receive a “W”.

5. Students may register for a maximum of two remedial courses per year taken outside of the THS Program of Studies. The original course which the student failed remains listed on the student’s THS transcript with the corresponding grade, F, and without awarded credit. The grade/credits obtained in the approved remedial school course are included on the student’s THS transcript separately... Remedial coursework requires the approval of the student’s school counselor and the appropriate Content Area Supervisor upon the immediate determination of the student’s current failing grade. Request for/Approval of remedial coursework does not go to the External Course Review Committee. New courses taken for the first time for advancement purposes require approval prior to registration, following the guidelines outlined above.
6. Students may have the option of taking a course online rather than attending a traditional summer school program. Students may only take one new course or two remedial courses online. These courses also require approval as outlined above.
7. Learning opportunities/courses taken outside of Tenafly High School, whether in the summer or during the school year, with the purpose of meeting prerequisites or for advancement into a higher-level course, will appear on the student’s transcript if it is approved using the process outlined above. Non-weighted credit will be awarded for such courses and will not be included in the student’s GPA. Grades for approved learning opportunities/courses will be reflected on the student’s transcript with the designation of “P” (Pass) or “F” (Fail).
8. Before credits are awarded for approved courses, an official transcript or school record must be received and reviewed by the School Counselor.
9. Before credits are awarded for approved learning opportunities, the student must demonstrate satisfactory performance, as assessed by the appropriate Content-Area Supervisor.
10. At the discretion of the Content-Area Supervisor, a student completing an approved learning opportunity/course may be required to complete a THS or other THS-approved formal assessment, to verify student achievement in meeting or exceeding the Core Curriculum Content Standards, to receive credit for the learning opportunity/course. This will be determined and communicated at steps 2, 3, and 7. Minimum grades/criteria will also be determined and communicated at steps 2, 3, and 7.
11. Courses taken outside of the Tenafly High School program for individual or personal growth, exploration, or enrichment will not appear on the transcript and will not earn credits at THS.
12. Any student failing to obtain prior approval, in accordance with the procedures set forth above, shall not be eligible to receive credit for completion of a learning opportunity or course taken outside of THS, even if that learning opportunity or course meets or exceeds the Core Curriculum Content Standards.
13. Parents/Guardians are responsible for all tuition, cost, fees, and transportation associated with the approved student learning opportunities and courses outside of the THS Program of Studies.

## **CONTENT, SKILLS and INTERNSHIP (CSI)**

The Content, Skills and Internship Center will, in a systemic and systematic way, provide support in the areas of content and skills to a variety of students. It will serve as an additional source of remediation to general education students whose grades fall below the “C” level. It will support the learning and remediate skills deficits for students classified as needing 504 accommodations, as well as students who have been diagnosed with learning deficits. In the case of the latter, a major focus will be helping students acquire and internalize organization skills including but not limited to time management, prioritizing, self-advocacy and study skills, to enable them to become more self-sufficient in their approach to academic tasks.

It does not replace support opportunities provided by both general and special educators, but augments those services and provides an additional safety net in the area of student achievement.

The CSI will operate throughout the school day including the student lunch period. Students, identified by teachers, counselors, student managers and the administration, as benefiting from this kind of support will be assigned to the CSI in lieu of assigned study hall, IDT or in lieu of an elective.

The CSI will also help seniors secure an unpaid, supervised internship under an in school and out-of-school mentor. Internships will be arranged as and if students express interest in them.

## **SENIOR OPTIONS**

The goal of the Senior Options program is to encourage students to apply the skills they have acquired throughout their elementary, middle and high school years to a specific field of interest. Tenafly High School believes in providing “learning beyond the classroom.” Senior Options is an opportunity to experience authentic, “real-life,” experiential learning beyond the walls of THS.

SLE/Senior Options take place primarily after A.P. Exams *depending upon the student and the project*. All program activity will conclude, at the latest, during the last week of the school year. The program will be available to seniors who will select one of 3 options. In each case, students will be guided by an in-school mentor. The selection of the students to participate in the program will be based on such criteria as:

Ability to work independently  
Evidence of prior interest  
Approved academic standing (a passing grade in all courses required for graduation)  
Attendance record  
Appropriate plan of action

There are 2 types of Senior Options available to Grade 12 Seniors:

Internships:

- In-house Internship
- End of Year Release Time

Students can be released from school to explore an interest in career-related experiences. CSI staff assists students in finding placement opportunities, link them with mentors, and monitor their progress. Students can self-generate their own placements as well. Minimum hour requirements are necessary to be documented as graduation credit.

### Academic Research Project

Students can work individually, in pairs, or small groups on a research project in a specific area of study in an effort to expand and develop his/hers interests; requirements include a written proposal, a mentor/advisor, and the presentation of a culminating product

### Service Learning

Students can work individually, in pairs, or small groups on a service-oriented project applied to academic experiences. Requirements include a final presentation.

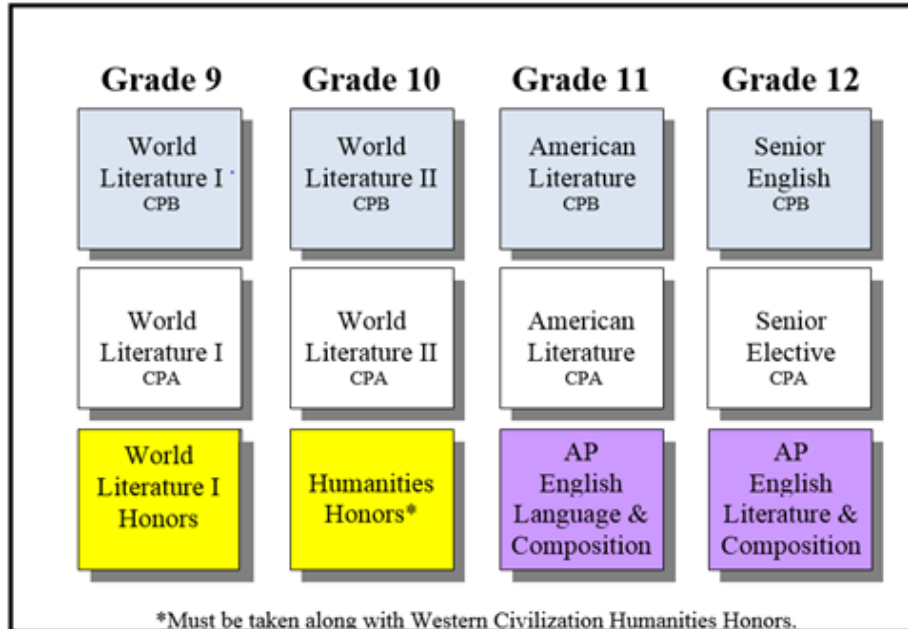
## **SPECIAL EDUCATION**

The Department of Special Education provides a variety of programs for students who have identified special education needs. The Child Study Team, Special Education Teachers, Mainstream Teachers as well as Parent/Student input determine participation in such a program.

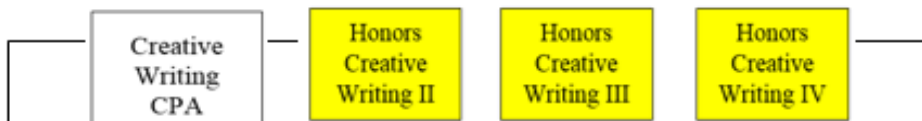
The in-class support program places special education students in regular education classes with the inclusion of a Special Education teacher in the room for support. This teacher works in conjunction with the mainstream teacher to present material through multiple modalities and to assist in adapting lessons to meet the needs of the special education students.

The Special Education Department provides programs for students that are designed to meet their individual needs. Student programs are developed at Individual Education Program (IEP) meetings. Replacement courses offered change from year to year based on the needs of the students, core curriculum content standards and graduation requirements. Student programs for upperclassmen will integrate course content with an internship provided under the supervision of an SLE endorsed teacher as appropriate.

# English Department



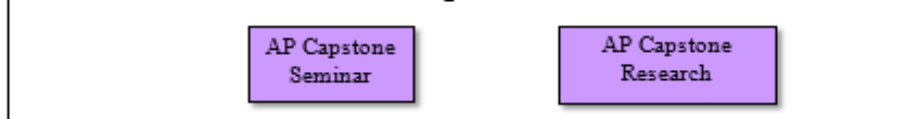
## Creative Writing Sequence



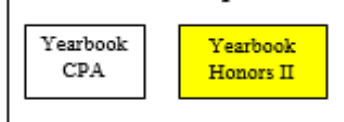
## Journalism Sequence



## AP Capstone Seminar



## Yearbook Sequence



## English Electives for Enrichment (Semester Courses)

Graphic Novels  
Close Readings of Film

**P.A.S.S.**

## ENGLISH

### Graduation Requirement: Four years, 20 credits

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#### THE CURRICULUM

The Tenafly High School English curriculum seeks to encourage each student to develop his or her capacity to read, to write, to speak, to listen, and— underlying all— *to think*. English courses provide instruction and experiences in each of these fundamental language-based activities. Course readings are drawn from the literature of several traditions and cultures with the intent of engaging students with a variety of voices. These readings address the recurring questions of human experience and create occasions for writing.

In grades nine through eleven, much of the English curriculum parallels the topical emphases of the social studies program. Field trips to theaters and museums in the metropolitan area may be included in the program.

There is a required summer reading assignment for every course.

**Ninth graders** take **World Literature I CPB**, **World Literature I CPA**, or, if recommended by their eighth grade teacher, **World Literature I Honors**. The honors course is the correct placement for self-directed students who excel at reading and writing. Students who are not recommended for **World Literature I Honors** do have the ability to seek placement in subsequent honors level courses.

**Tenth graders** take **World Literature II CPB** or **World Literature II CPA**. Students who earn a recommendation from both their ninth grade English and social studies teachers may enroll in **Humanities Honors**, the mutual honors offering of the two departments. Ninth grade teachers from both departments meet as a group to reach common decisions about placement in this program.

**Eleventh graders** take **American Literature CPB**, **American Literature CPA**, or, if recommended, **Advanced Placement English Language and Composition**. In addition to their regular English program, and with the permission of the appropriate administrators, juniors enrolled in the full-year junior course may choose an additional course from the full-year senior electives or the AP Seminar course as part of the AP Capstone program. Students wishing to graduate early may use such a course, taken in the eleventh grade, to meet their twelfth grade English graduation requirement. Advanced Placement English Language and Composition students are responsible for reading a number of works during the summer preceding their junior year. Students enrolled in this course are required to take the Advanced Placement examination in May of the junior year.

**Twelfth graders** take **Senior English CPB**, **Senior English CPA**, or if recommended, **Advanced Placement English Literature and Composition**. Beginning in 2021-22, students who completed AP Seminar as 11th graders may enroll in **AP Research**, in addition to their regular English program, to complete the AP Capstone program. Students enrolled in a CPA course will select from the range of rigorous and engaging offerings in the registration listing. Advanced Placement English Literature and Composition students are responsible for reading a number of works during the summer preceding their senior year. Students enrolled in this course are required to take the Advanced Placement examination in May of the senior year.

As an outgrowth of their previous writing experiences, **all** seniors are required to write an extended and researched essay which voices and develops a cohesive commentary on an appropriate topic. This requirement is fulfilled in conjunction with the course work at all levels. Advanced Placement students submit their term essay during the spring semester. Advanced Placement students who are also enrolled in

a senior elective are expected to meet the term essay requirement for that elective. These students may consult with both their elective and their Advanced Placement teachers to establish a common basis for their semester essays.

Use of school computers is an integral part of the English program for students in grades 9-12. During class time, students may use classroom Chromebooks to research topics through the Internet, to create presentations, and to draft, revise, and edit their writing. Students are provided space to save their files on the network server. Students have additional access to computers during their IDT or Study Hall periods, as well as before or after school, in various locations throughout the building (e.g. Media Center, Tiger Study Den).

## **HONORS COURSES**

Honors courses are designed for those students who demonstrate the capabilities, self-discipline, and commitment required to respond successfully to rigorous academic demands. Students can expect to extend themselves through course material and assignments emphasizing analysis, creativity, and critical evaluation. Honors students should be eager and discerning readers, capable of responding to abstract and nuanced meaning. They should also demonstrate above average writing ability. Additionally, honors students are expected to conduct independent study and engage positively with the subject matter and with their fellow learners.

**English Honors Placement:** English honors courses begin in the freshman year. Beginning with the eighth grade teacher, students will be recommended by teachers for honors courses based on their performance. In subsequent years, to enter into or continue in honors courses, a student must meet these same criteria. All honors level placements are re-evaluated on a yearly basis.

A semester grade of “B” or better semester grade in the honors course preceding the one for which the student is being recommended is a placement requirement. A student seeking honors placement from a CPA course should present a semester grade average of A-. (For specific information about Sophomore Humanities Honors, please see below.)

Transfer students must meet the above requirements and submit a portfolio of their best work to the Content Area Supervisor before being placed into an honors course. Students recommended for honors placement during the registration process must maintain the high quality of their work.

## **COURSE RECOMMENDATIONS & APPEAL PROCESS**

**Please review the Course Recommendations & Appeals Process section in this booklet.**



## **COURSE OFFERINGS**

### **NINTH GRADE**

#### **WORLD LITERATURE I CPB (101)**

Grade 9 5 Credits

Prerequisite: Department recommendation

This course encourages individual growth and focuses on reading comprehension and writing. Students will discuss the summer reading and then study selections from world mythology, poetry, *Romeo and Juliet*, nonfiction, and a sample of literature from or about African, Asian, and Middle Eastern cultures. Readings are similar to those in World Literature I CPA. Additional texts are selected with the individual student in mind. More emphasis is given to essential skill-building by developing reading comprehension strategies, word study techniques, journal writing, collaborative presentations, and the reading/writing workshop. Research skills are embedded in the curriculum.

#### **WORLD LITERATURE I CPA (102)**

Grade 9 5 Credits

Prerequisite: Department recommendation

The school year will begin by responding to the summer reading requirement provided by the students' eighth grade teachers. Freshmen will then read selections from world mythology, poetry, *Romeo and Juliet*, nonfiction, and a sample of literature from or about African, Asian, and Middle Eastern cultures. Students will practice varied forms of writing, developing organized, analytical arguments and attending to matters of organization, grammar, usage, and sentence structure. Vocabulary acquisition is also an integral part of the freshman curriculum. Independent reading is an ongoing activity throughout the course. Collaborative work research and oral presentations are part of the course's demands.

#### **WORLD LITERATURE I HONORS (103)**

Grade 9 5 Credits

Prerequisite: Department recommendation

This course provides the same content as World Literature I CPA but is taught at a more rigorous pace and in greater detail. World Literature I Honors is more demanding and involves significant independent study. The successful student will enter the course with strong reading, writing, and critical thinking skills which he or she will hone through collaborative and self-directed learning.

### **TENTH GRADE**

#### **WORLD LITERATURE II CPB (121)**

Grade 10 5 Credits

Prerequisite: Department recommendation

This course encourages individual growth and focuses on developing reading comprehension and writing skills. Readings are essentially the same as in World Literature II CPA, including selections from the great masterpieces of Western civilization. Additional texts are selected with the individual student in mind. More emphasis is given to essential skill-building through such activities as targeted close reading, vocabulary study, collaborative presentations, journal writing, and the reading/writing workshop. Research skills are also included.

## **WORLD LITERATURE II CPA (122)**

Grade 10 5 Credits

Prerequisite: World Literature I CPA or World Literature I CPB

In the beginning of the school year, sophomores become acquainted with selections from the great masterpieces of Western civilization, both as whole-class readings and as independent reading. Emphasis is on the development of critical questioning and logical thinking both in speaking and writing, and in the connections between literature and the people who created it. Emphasis is also placed on writing, vocabulary growth, listening and speaking skills, and grammar. During the year, students will complete a short research paper.

## **HUMANITIES HONORS (126)**

Grade 10 5 Credits

Prerequisite: World Literature I CPA or World Literature I Honors plus department recommendation

**Humanities Honors** is a parallel English and social studies course meeting two class sessions each day. This program examines both the literature and history of selected periods in Western civilization. Students must register for both the English and social studies courses. The description below is for the full-year English Humanities course. See **Humanities Honors** listed in the social studies chapter of this guidebook for the corresponding social studies course.

In the fall semester this course examines significant literary, philosophical, and artistic works in Western civilization. This first semester deals with major works and thinkers from the ancient world through the early Renaissance. Readings include authors/selections such as Sophocles, Homer, Aristotle, Ovid, the Bible, *Beowulf*, Chaucer, and Dante. Students are introduced to cultural history, key artistic achievements, and techniques of literary analysis. Emphasis is also placed on expository writing, vocabulary growth, listening and speaking skills, grammar, and spelling.

The spring semester focuses on the period from the Renaissance through the early Modernism of the twentieth century. Works by authors such as Shakespeare, Swift, Voltaire, Blake, Wordsworth, Keats, Ibsen, Joyce, Kafka, and Huxley are included. Through intensive study of literature, art, and history, students continue their introduction to landmark works of Western culture. Basic writing skills and vocabulary growth continue to be emphasized.

## **ELEVENTH GRADE**

### **AMERICAN LITERATURE CPB (131)**

Grade 11 5 Credits

Prerequisite: Department recommendation

The first half of this course focuses on the individual reinforcement of reading comprehension and writing skills. Small class size enables growth in communications skills. The emphasis on American literature will include many of the authors taught in American Literature. In the second half of the school year, students will continue individual work in vocabulary development, critical thinking, and correct English expression. American literature remains the focus. Students will also begin writing college admission essays.

### **AMERICAN LITERATURE CPA (132)**

Grade 11 5 Credits

Prerequisite: World Literature II CPA

Selections of classic American literature from the colonial period to the present are the emphasis in the first half of this course. Authors such as Irving, Poe, Thoreau, Emerson, Hawthorne, Melville, Dickinson, Twain

and Miller are typically included. In the second half of the school year, dramas by such playwrights as Williams and Wilder, and poetry from such poets as Whitman, Robinson, Sandburg, and Frost are typically taught in addition to fiction by such authors as Wharton, Hemingway, Fitzgerald, Salinger, and Morrison. Vocabulary building, composition, and research skills continue to be emphasized. Students will complete a short research assignment and begin writing college admission essays.

### **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (139)**

Grade 11 5 Credits

Prerequisites: World Literature II CPA or Humanities Honors plus department recommendation; assigned summer readings

The college-level material taught in this course will prepare students for the Advanced Placement English Language and Composition examination given by the College Board. Students enrolled in this course are required to take the Advanced Placement examination in May of their junior year. Students who successfully pass the examination are exempted from a year of English by most colleges.

In concurrence with the nationwide Advanced Placement English Language and Composition curriculum, this course provides experiences designed to heighten students' skills as readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Frequent writing assignments, some impromptu, will aid the students' verbal growth. Both writing and reading assignments emphasize the ways in which authors make choices depending on audience, purpose, context, and subject.

In addition, much of the course focuses on the same authors as in American Literature, but will include longer works by these authors, more rigorous written assignments, and a greater focus on authors' writing styles. Students will also begin writing college admission essays.

### **AP CAPSTONE**

AP Capstone is a two-year course sequence that helps students to develop skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world. Only AP Seminar will be offered in school year 2020-21.

### **AP SEMINAR (160)**

Grade 11 5 Credits

Prerequisite: Department recommendation

\*Must be taken in addition to the regular English program.

AP Seminar is a yearlong course in which students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. During the course, students complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. These components contribute to the overall AP Seminar score. Students enrolled in this course are required to take the AP exam.

## **TWELFTH GRADE**

### **SENIOR ENGLISH CPB (141)**

Grade 12 5 Credits

Prerequisite: Department recommendation

In the first half of the year, this course will focus on further individual development of skills in grammar, writing, and reading comprehension. Students will write essays on a variety of subjects in response to their study of each of the major genres of literature. In the fall semester, students will write at least one college admission essay. In the second half of the year, work will concentrate on individual needs and students will undertake more advanced reading and writing assignments. All students will write a research paper.

## **SENIOR ENGLISH CPA (142, 143, 144) and SENIOR ENGLISH CPA ALTERNATIVE (145)**

Though topically distinct from each other, these senior courses provide comparable experiences in the core activities of reading, writing, inquiry, and critical evaluation. All students are expected to successfully complete the senior research essay. In the fall semester, students will write at least one college admission essay.

The senior program enables students to select from among the following courses:

### **SENIOR ENGLISH CPA – PSYCH/WAR (142)**

Grade 12 5 Credits

Prerequisite: American Literature CPA

Fall semester: Psychology and Literature

Great literature is often concerned with psychological themes and often provides an avenue of self-discovery. Some of the general issues explored through literature in this course include questions of identity and self-image, the role of the unconscious, and the nature of various problems of adjustment ranging from alienation to madness. In addition, there will be discussions of such theorists as Gilligan, Pipher, Freud, Erikson, and Skinner. Among the authors who may be studied are Sophocles, Ovid, Rousseau, Melville, Chekhov, Gogol, Shakespeare, Masters, Morrison, and Plath, and Kesey. In the fall semester, students will write at least one college admission essay.

Spring semester: War and Literature

From Homer to Hemingway and continuing today, superior writers of both fiction and nonfiction confront the universal themes of human experience with war: the changing nature of cowardice and heroism, battle as metaphor and reality, support and resistance on the home front, nationalism, war and religion, weapons and morality, war and the family, war and collective self-destruction. Students will examine attitudes toward war, including the role of women in war, as they explore how many of the world's best-known writers confront this universal trauma. Authors studied typically include O'Brien, Vonnegut, Hemingway, Remarque, Benet, Böll, Owens, Sassoon, Hardy, Graves, Komunyakaa, Turner, Ozick.

### **SENIOR ENGLISH CPA – DYSTOPIAN/SHORT STORY (143)**

Grade 12 5 Credits

Prerequisite: American Literature CPA

Fall semester: Dystopian Literature: Visions of a Changing Society

This course will introduce students to an array of literature and film that focuses on dystopian (the opposite of utopian) societies and the themes inherent in such works, including the struggle for survival, the pressure to conform, the dream of hope, and the role of nature. The course will provide instruction and experiences in each of the fundamental language-based activities: reading, writing in a variety of modes, speaking, listening, and thinking. Among the authors who may be studied are Cormac McCarthy, Jean Hegland, Jon Krakauer, Margaret Atwood, Ray Bradbury, T. C. Boyle, Kurt Vonnegut, Stephen Vincent Benet, Benjamin Percy, and Henry Reed. In the fall semester, students will write at least one college admission essay.

Spring semester: The Short Story

This course will explore the short story as an art form. Students will read the work of world and American masters of the short story to build their appreciation for this form of literature. They will examine style and composition as well as the historical, social, and political environments that produced the writers and their

work. Students will supplement their reading of primary sources (short stories) with the reading of critical essays. This coupling will allow students to construct an informed interpretation of the work through writing and in-class discussion. Additionally, seniors continue to build on their reading, grammar and usage, writing, and vocabulary skills through a sequential, text-based grammar and writing program and will write in a variety of forms, including personal and expository writing, critical analysis, argumentative essays and reaction papers.

### **SENIOR ENGLISH CPA – DRAMA/SHAKESPEARE (144)**

Grade 12 5 Credits

Prerequisite: American Literature CPA

Fall semester: Modern Drama

*These courses will not be offered in 2021-2022*

Students discover early that drama and conflict are at the center of our lives. In this course, students will have the opportunity to explore the active medium of the stage as a place to apprehend and articulate reality. Students will explore the evolution of the drama from the realistic theater of Ibsen to the Absurdist Theater of Albee. Plays written by playwrights such as Shaw, Chekhov, Strindberg, O'Neill, Williams, Miller, Beckett, Pinter, and Mamet will offer students a challenging and exciting opportunity to investigate these authors' attempts to "face up to the human condition as it really is." Recorded versions of the plays, field trips to current productions, staged readings and role-playing in class are among the activities in which the students will participate. In the fall semester, students will write at least one college admission essay.

Spring semester: Shakespeare

The supernatural, comedy, love, murder, insanity, the meaning of life – Shakespeare's plays have it all. In this course students will sample his work, ranging from uproarious comedies to devastating tragedies. The course will go beyond reading the plays, however. Students will also see how great filmmakers (Orson Welles), actors (L. Oliver), and composers (Verdi) have deepened our grasp of Shakespeare's work. Theatre trips will add to students' appreciation of Shakespeare's genius.

### **SENIOR ENGLISH CPA INTERDISCIPLINARY ALTERNATIVE: MODERN AMERICAN STUDIES**

*This course will not be offered in 2021-2022*

The **Modern American Studies** program is a parallel English and Social Studies CPA course meeting two class sessions each day. Designed for students who wish to pursue interdisciplinary study, this program examines both literature and history through in-depth study of American culture from 1880-present. Interested students must register for both **Thought and Expression in Modern America** (English course) and **A Cultural History of Modern America** (social studies course). The description below is for the full-year Modern American Studies English course. See **Modern American Studies** listed in the Social Studies chapter of this guidebook for the corresponding social studies course.

### **SENIOR ENGLISH CPA – MODERN AMERICAN STUDIES: THOUGHT AND EXPRESSION IN MODERN AMERICA (145)**

Grade 12 5 Credits

Prerequisite: American Literature CPA

In this cross-disciplinary study of United States culture from 1880 through the present, students will engage in a chronological and thematic examination of the American experience as expressed in literature and the arts. Students will read major works by authors such as Walt Whitman, Upton Sinclair, Ernest Hemingway, F. Scott Fitzgerald, J.D. Salinger, Lorraine Hansberry, Truman Capote, Robert Heinlein, Bernard Malamud, John Kennedy Toole, Toni Morrison, Art Spiegelman, Stephen King, Jonathan Franzen, Junot Diaz, and

others. All students will write a research paper. In the fall semester, students will write at least one college admission essay.

### **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (149)**

Grade 12 5 Credits

Prerequisites: American Literature CPA plus department recommendation; assigned summer readings

In concurrence with the nationwide Advanced Placement English Literature and Composition curriculum, students will study works by both British and American writers as well as works written from the sixteenth century to contemporary times. Classic works in translation may also be included. Reading is both extensive and intensive and will include all genres. Required summer reading and writing assignments precede students' September entry into the course. Frequent writing assignments, some impromptu, some extended and involving research, will aid student's verbal growth.

Students will be required to write an extensive term paper on an author of recognized literary merit. Students enrolled in Advanced Placement English Literature and Composition are required to take the Advanced Placement examination in May of their senior year. In the fall semester, students will write at least one college admission essay.

### **ENGLISH ELECTIVES FOR ENRICHMENT**

Students may choose these full-year and single-semester courses in addition to those meeting the English graduation requirements. Creative Writing CPA, Creative Writing Honors I/II/III, Journalism I and Journalism Honors II/III/IV, and Yearbook CPA and Yearbook Honors II fulfill the 5-credit 21st Century Life and Careers requirement. The pairing of Graphic Novels and Close Readings of Film also fulfills the 5-credit 21<sup>st</sup> Century Life and Careers requirement.

### **CREATIVE WRITING CPA (150)**

Grades 9-12 5 Credits

Prerequisite: None

Creative Writing CPA is a course intended for students seriously interested in developing their skills in composing imaginative writing, both poetry and prose. Students should be willing to put time into the writing and revision processes, to write in different genres, and to try the suggestions of the teacher and of peers. Professional stories and poems will serve as some of the instructional models. Students will also explore the use of technology as it expands the creative capacity of today's writers.

### **CREATIVE WRITING HONORS II/III/IV (151/152/153)**

Grades 10-12 5 Credits

Prerequisite: Creative Writing CPA with a grade of "B" or better

Creative Writing Honors is a course intended for students seriously interested in continuing to develop their writing skills in poetry, fiction, nonfiction, and drama, with the goal of exploring aspects of range, voice, and revision in their work. Students will practice writing poems, prose, short stories, creative nonfiction narratives, and dramatic scenes. Course readings will include published works in the various genres, as well as other models for effective writing. Students will be expected to maintain and present quarterly and semester portfolios of their writing, and to attempt to publish their work in various venues. Students who desire to continue Creative Writing beyond the second year will be permitted to take Creative Writing Honors III and IV if they earn a "B" or better in the preceding Creative Writing class.

### **JOURNALISM I CPA (154)**

Grades 9-12 5 credits

Prerequisite for CPA: None

In this course, students will learn how to be a journalist, particularly a writer for a news organization. Class members' writing will frequently be included in the online versions of the school newspaper, *The ECHO*. Writing instruction will be contextualized within a study of both contemporary news media and the role of the media in American democracy. Students will learn how to pitch stories, gather information for stories, conduct interviews, write objective news stories, and serve as editors. Besides news articles, students will also study and write opinion pieces, feature stories, and other types of news writing. Class members will have opportunities to build leadership skills, along with a variety of other 21st century skills.

### **JOURNALISM HONORS II/III/IV (155, 156, 157)**

Grades 10-12 5 credits

Prerequisite for honors: JOURNALISM CPA with a grade of "B" or better

Students in the honors sections of Journalism will continue their exploration of writing, reporting, and analyzing contemporary media as they participate in more prominent roles in the production of *ECHO* online and complete independent research projects. Students who have successfully completed Journalism CPA and enroll in the subsequent honors sections of the course are eligible to apply for leadership positions on the *ECHO* publication team.

### **GRAPHIC NOVELS CPA (159)**

FALL or SPRING Grades 9-12 2.5 Credits

Prerequisite: None

This course focuses on the investigation, creation, and distribution of contemporary visual literature. Students will examine critically acclaimed graphic novels from a wide variety of perspectives, as well as study the cultural impact and byproducts of media and freelance street art. The course's deep exploration of contemporary visual literature provides students with the experiences and skills needed to decode the visual messages encountered in the 21<sup>st</sup> Century.

### **CLOSE READINGS OF FILM CPA (158)**

FALL or SPRING Grades 9-12 2.5 credits

Prerequisite: None

This course focuses on film history, theory, and production. Students will examine the development of the medium, as well as advancements in technology and production techniques. Moreover, they will read and write film criticism as they consider the audience's reception of this art form. Throughout the course, students will view and analyze short and feature films with the goal of becoming active viewers and critical consumers of media.

### **YEARBOOK CPA (192)**

Grades 9-12 5 Credits

Prerequisite: None

Yearbook is a year-long elective open to students interested in the real world experience of publishing a historical record of the Tenafly school year for the student body and community. This project-based, production-intensive course focuses on teaching students the skills necessary to produce the annual yearbook *Tenakin* and for future opportunities in careers in journalism, publishing, marketing, and graphic design. In this course, students will develop proficiencies in page design, advanced publishing techniques,

copy writing, editing, photography, time management, and teamwork. Subsequent-year course participants have the opportunity to apply for leadership positions. This course fulfills the 5-credit 21<sup>st</sup> Century Life and Careers graduation requirement.

### **YEARBOOK HONORS II (193)**

Grades 10-12 5 Credits

Prerequisite for honors: Yearbook CPA with a grade of B or better

Students in the honors section of Yearbook will continue the real world experience of publishing the *Tenakin* by participating in a more prominent role on the staff and working more independently on the development of the book. Students who have successfully completed Yearbook CPA have the opportunity to apply for leadership positions on the Yearbook team. This course fulfills the 5-credit 21<sup>st</sup> Century Life and Careers graduation requirement.

### **AP RESEARCH (162)**

Grade 12 5 Credits

Prerequisite: AP Seminar (3 or higher on AP exam)

\*Taken in addition to the regular English program

\*\*To be offered in school year 2021-22

AP Research lets students deeply explore an academic topic, problem, or issue of interest to them. Students design, plan, and conduct a yearlong research-based investigation to address a research question, documenting their process with a portfolio. The course ends with a 4,000- to 5,000-word academic paper and a presentation with an oral defense which contribute to the overall AP Research course. There is no end-of-course exam.

## **PATHWAY TO ACADEMIC SKILLS & SUCCESS (P.A.S.S. PROGRAM) AND LEARNING SUPPORTS**

### **P.A.S.S. LANGUAGE ARTS (100)**

Grades 9-12 0 Credits

Prerequisites: Department recommendation

The P.A.S.S. Program is a vehicle offered to provide remediation in mathematics and language arts, with a focus on skill-sets essential for demonstrating proficiency on the subject specific New Jersey Student Learning assessments (NJSLA). The program is offered before, during and/or after-school in order to accommodate recommended students' busy schedules.

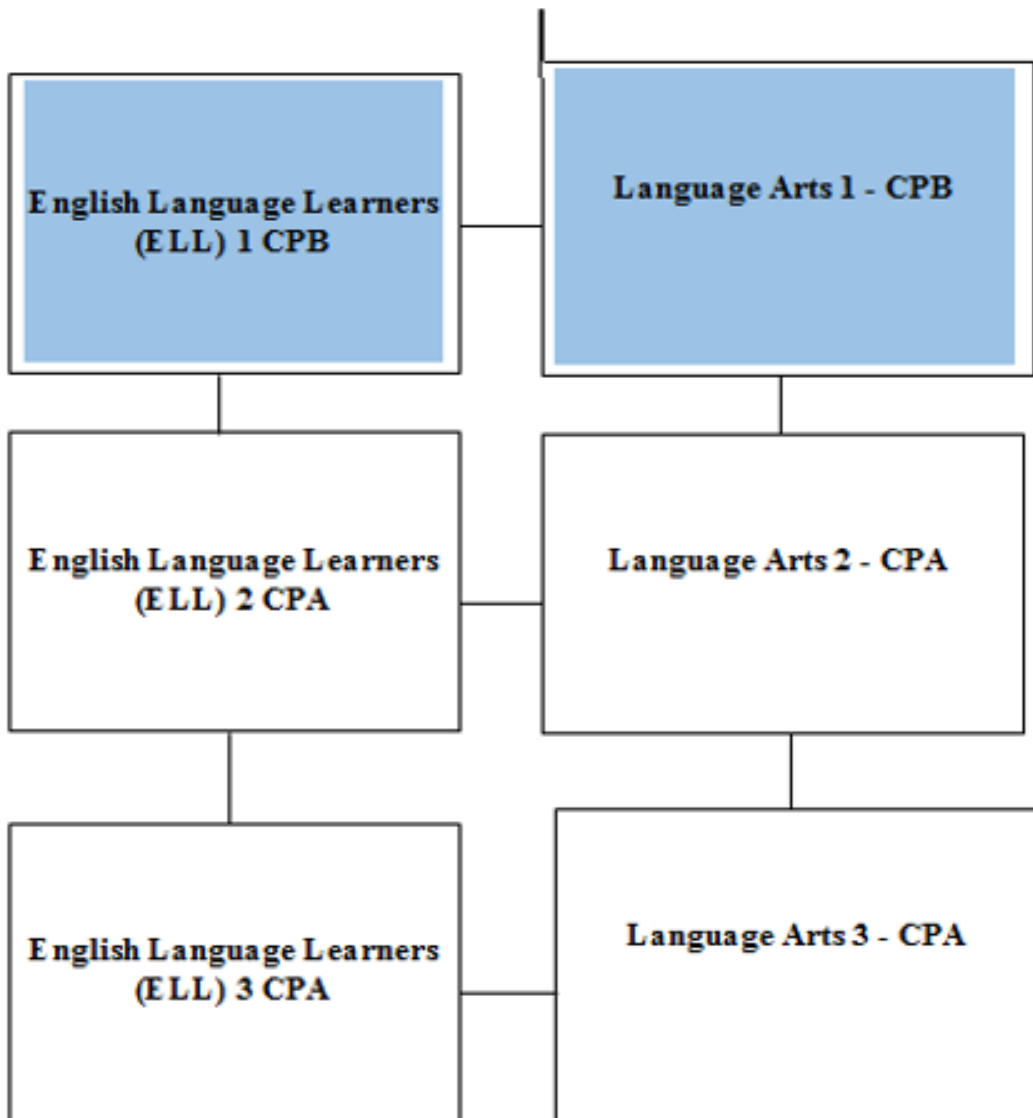
Freshmen and/or sophomores who might benefit from extra support in this area will initially be recommended for this program by teachers, Content Area Supervisors, school counselors, the Student Services Group, and the Child Study Team.

Parents/Students will receive a letter indicating the recommendation, along with a copy of the current semester's P.A.S.S. schedule.

In addition to the P.A.S.S. Program, remediation and extra support is always available during the school day through the Content, Skills and Internship (CSI) Center. Tenafly High School makes every effort to provide learning supports via a variety of vehicles in order to maximize opportunities for obtaining assistance.



# Requirements of the ELL Department



## ENGLISH LANGUAGE LEARNERS

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### THE CURRICULUM

Students with limited proficiency in English should enroll in courses intended to establish that proficiency. In addition to courses that focus on the English language, the ELL program offers in-class-support designed to support students in acquiring content information and English mastery. The purpose of the ELL program is to prepare students to be successful in the school's mainstream curriculum. Please note that ELL courses are designated as graded courses. Refer to Page 7 – Grade Point Average Charts.

#### **ENGLISH LANGUAGE LEARNERS (ELL) 1 CPB (185)**

Grades 9-12 5 Credits

Prerequisite: Department recommendation

This class provides individual and group instruction to those students who are learning ELL at a beginning level. Conversation practice, vocabulary building, writing skills, and reading comprehension will be stressed.

#### **ENGLISH LANGUAGE LEARNERS (ELL) 2 CPA (186)**

Grades 9-12 5 Credits

Prerequisite: Department recommendation

This intermediate class reinforces and further develops all English skills for intermediate level students in ELL. The course emphasizes academic and social language development through the use of content area material. Some creative and expository writing will be assigned. Students will further develop their vocabularies and use of idioms.

#### **ENGLISH LANGUAGE LEARNERS (ELL) 3 CPA (187)**

Grades 9-12 5 Credits

Prerequisite: Department recommendation

This advanced class provides an opportunity for further proficiency in all areas of English. Students are given opportunities to learn English in context, and to apply their linguistic knowledge to authentic academic tasks.

Special emphasis is placed on developing the ability to synthesize and analyze information. Students will be prepared to succeed in mainstream classes.

The next three courses are required for students when a bilingual program is needed. These courses are taken in addition to those meeting the English graduation requirement.

#### **LANGUAGE ARTS 1 CPB (167)**

Grades 9-12 5 Credits

Prerequisite: Department recommendation

This course provides students with opportunities to speak, read, and write English through diverse materials and activities. Vocabulary relevant to other subjects will be introduced and communications skills will be enriched through dyads and small group work.

### **LANGUAGE ARTS 2 CPA (168)**

Grades 9-12 5 Credits

Prerequisite: Department recommendation

This course provides students with opportunities to speak, read, and write English at an intermediate level through diverse materials and activities. Vocabulary relevant to other subjects will be introduced and communications skills will be enriched through dyads and small group work.

### **LANGUAGE ARTS 3 CPA (169)**

Grades 9-12 5 Credits

Prerequisite: Department recommendation

The advanced class develops reading and writing proficiencies to a level in which students can successfully mainstream into regular English classes. Reading and writing skills and strategies are presented and practiced through a variety of themes and genres. Activities integrated into the class aid comprehension, build vocabulary and prepare students for academic success.

### **PATHWAY TO ACADEMIC SKILLS & SUCCESS (P.A.S.S. PROGRAM) AND LEARNING SUPPORTS**

The P.A.S.S. Program is a vehicle offered to provide remediation in mathematics and language arts, with a focus on skill-sets essential for demonstrating proficiency on the subject specific New Jersey Student Learning (NJSLA) assessments. The program is offered before, during and/or after-school in order to accommodate recommended students' busy schedules.

Freshmen and sophomores who might benefit from extra support in this area will initially be recommended for this program by teachers, Content Area Supervisors, school counselors, the Student Services Group, and the Child Study Team.

Parents/Students will receive a letter indicating the recommendation, along with a copy of the current semester's P.A.S.S. schedule.

In addition to the P.A.S.S. Program, remediation and extra support is always available during the school day through the Content, Skills and Internship (CSI) Center. Tenafly High School makes every effort to provide learning supports via a variety of vehicles in order to maximize opportunities for obtaining assistance



# Social Studies Department



Grade 9	Grade 10	Grade 11	Grade 12
African and Asian Civilizations & Cultures CPB	European History CPB	US History 1 CPB	US History 2 CPB
African and Asian Civilizations & Cultures CPA	European History CPA	US History 1 CPA	US History 2 CPA
African and Asian Civilizations & Cultures Honors	European History Advanced	US History 1 Honors	US History 2 Honors
	Western Civilization Humanities Honors**	Advanced Placement US History	The American Experience Honors

\*\*Must be taken along with English *Humanities Honors*.

## Social Studies Electives

Grades 9-12

Grades 10-12



Grades 11-12



## US Cultures Sequence (For ELL Students)



## SOCIAL STUDIES

### Graduation requirements: Four years, 20 credits

Ten credits (four semesters/two years) of World History usually taken during ninth and tenth grades, and ten credits (four semesters/two years) of U.S. History usually taken during eleventh and twelfth grades.

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### THE CURRICULUM

The Tenafly High School Social Studies curriculum focuses upon the knowledge, understandings, dispositions and perspectives needed to live responsibly and productively in a democratic society within an increasingly complex, global world. Credible social knowledge rests upon a cohesive sense of history and the relationships therein. Social studies courses are designed to enable students to acquire such a sense and to thereby think meaningfully about human society in its historical, contemporary, and possible future forms.

**Ninth graders** study **African and Asian Cultures and Civilizations**.

**Tenth graders** study **European History**. Alternatively, students who earn a joint recommendation from both their ninth grade English and Social Studies teachers may enroll in **Humanities Honors**, the mutual honors offering of the two departments.

**Eleventh graders** study **United States History I**, or, if recommended, **Advanced Placement United States History**. Eleventh graders who enroll in **Advanced Placement United States History** are required to take the Advanced Placement examination in May of their junior year.

**Twelfth graders** study **United States History II**. Those seniors who have successfully completed **Advanced Placement United States History** in their junior year, enroll in **The American Experience**.

### COURSE LEVELS

The Social Studies department offers several levels of instruction designed to meet the needs and interests of each student. Advanced, honors, and AP level courses are designed for students with the interest, ability and commitment necessary to meet rigorous expectations. The complexity and sophistication of content, analysis of primary and secondary sources, independent mastery of reading assignments and written work, overall workload and expected levels of motivation, independence and maturity, **all increase incrementally** from College Prep A (CPA) > Honors/Advanced > Advanced Placement (AP).

<b>College Prep B (CPB)</b>	<b>College prep courses with high academic demand and emphasis on content-based literacy skills</b>
<b>College Prep A (CPA)</b>	<b>College prep courses with high academic demand</b>
<b>Honors/Advanced</b>	<b>Courses that demand very high academic ability, interest and maturity</b>
<b>Advanced Placement (AP)</b>	<b>Courses that demand the highest level of academic ability, study, content interest and maturity. AP courses lead to possible college credit. Enrollment is highly selective.</b>

*Conditional course level recommendations* are put forth by the teacher at the conclusion of the first semester, who, given his/her knowledge of the student's demonstrated writing, speaking and analytical skills, self-discipline, independence, maturity, work habits and respect for fellow students, identifies the most appropriate placement to best support each student's continued learning and growth. A student who meets the **prerequisite grade** (below), and is **recommended** for an advanced course must understand and be prepared to meet the expectations of the course level as described herein. Students recommended for advanced level courses are expected to continue to perform at a high level in the second semester in order to maintain the recommendation. Course placement for students new to the school will be at the recommendation of the guidance counselor and appropriate administrator upon review of student records.

<b>SUMMARY OF PREREQUISITE GRADES FOR ADVANCED, HONORS AND AP COURSES</b> <i>Please see course descriptions for additional information.</i>	
<b>Course</b>	<b>Prerequisites</b>
<b>African and Asian Civilizations &amp; Cultures Honors</b>	Teacher recommendation AND first semester grades of at least A- in 8 <sup>th</sup> grade Social Studies.
<b>European History Advanced</b>	No specific prerequisites; teachers make nonbinding recommendations.*  Although the department does not set prerequisites for students choosing this advanced level course, we recommend that students performing at the B+ level or above in a CPA level class consider the advanced course for the following year.  <i>Please note:</i> Students interested in taking AP U.S. History in their junior year, who do not take Western Civilization Humanities Honors in sophomore year, are recommended, but not required, to take European History Advanced instead of the European History CPA course.
<b>Western Civilization Humanities Honors</b>	Teacher recommendation AND first semester grades of at least B in African and Asian Civilizations & Cultures Honors or an A- in African and Asian Civilizations & Cultures CPA  <i>Please note:</i> The Humanities program is a mutual offering of the Social Studies and English departments. Freshman teachers from both departments meet and work collaboratively to make a joint recommendation for placement.
<b>US I Honors</b>	Teacher recommendation AND first semester grades of at least B in Western Civilization Humanities Honors, B+ in European History Advanced, or A- in European History CPA

<p><b>US History A.P.</b></p>	<p>Teacher recommendation AND first semester grades of at least B in Western Civilization Humanities Honors, B+ in European History Advanced, or A in European History CPA.</p> <p><i>Please note:</i> Students enrolled in A.P. U.S. History are required to take the Advanced Placement exam in May of the year in which the course is taken and pay the associated exam fee.</p> <p><i>Students recommended for Advanced Placement US History are expected to attend a meeting with the course instructor in June of the current school year.</i></p>
<p><b>US II Honors</b></p>	<p>Teacher recommendation AND first semester grade of at least B in U.S. History I Honors, or A- in US 1 CPA.</p>
<p><b>The American Experience Honors</b></p>	<p>Successful completion of US History A.P.</p>
<p><b>US Gov. &amp; Politics A.P.</b></p>	<p>Teachers make nonbinding recommendations</p> <p>Although the department does not set prerequisites for students choosing this advanced level course, it is recommended that students have first semester grades of at least B in current year’s Honors or Advanced Social Studies, Science or English course, or an A in current year’s Social Studies, Science or English CPA level course.</p> <p><i>Please note:</i> Students enrolled in A.P. U.S. Government and Politics are required to take the Advanced Placement exam in May of the year in which the course is taken and pay the associated exam fee.</p>
<p><b>AP Psychology</b></p>	<p>No prerequisites.</p> <p>Although the department does not set prerequisites for students choosing this advanced level course, it is recommended that students have first semester grades of at least B in current year’s Honors or Advanced Social Studies, Science or English course, or an A in current year’s Social Studies, Science or English CPA level course.</p> <p><i>Please note:</i> Students enrolled in A.P. Psychology are required to take the Advanced Placement exam in May of the year in which the course is taken and pay the associated exam fee.</p>
<p><b>Contemporary Issues &amp; Leadership Honors</b></p>	<p>Teacher recommendation AND a grade of B or better in Contemporary Issues &amp; Leadership CPA or Honors</p>

*For additional information regarding course placement and the placement appeals process, please refer to the **Appeals Process** section in this booklet.*

## SOCIAL STUDIES COURSE DESCRIPTIONS

### NINTH GRADE

Although there is a common conceptual and topical core in all the African and Asian Civilizations & Cultures courses, each represents a different level of difficulty. Generally speaking, **African and Asian Civilizations & Cultures Honors** is a rigorous course study of the non-western world for which students must be recommended by the Middle School. **African and Asian Civilizations & Cultures CPA** and **CPB** both provide a general study of the non-western world, with CPB integrating additional emphasis on social studies literacy skills.

Students who are English Language Learners may be recommended for **US Culture CPA** or **US Culture CPB**. These courses parallel our US History I and II courses with additional emphasis on literacy development.

#### **AFRICAN AND ASIAN CIVILIZATIONS & CULTURES HONORS (200)**

Grade 9 5 Credits

Prerequisite: A or better grade in first semester of 8th grade social studies and recommendation from the Middle School.

African and Asian Civilizations and Cultures Honors is a challenging, two-semester course that explores the African and Asian worlds. While each unit employs the disciplines of various social sciences, different emphases are placed in the particular units of study. The first unit concentrates on physical and cultural anthropology. In the Africa unit, the relationship of geography, history and culture is explored; while in the Middle East unit, historical foundations of modern problems and issues are examined. In the spring semester, students analyze the historical and cultural trends in East and South Asia, paying close attention to the impact of colonialism on traditional patterns of life in the regions.

Throughout the course, students engage in critical analysis of cause and effect; compare geographic characteristics, religions, and political structures; and assess the impact of European involvement in the historical development of the African and Asian worlds.

Students will be expected to think critically, write proficiently, and discuss enthusiastically the content of the course.

#### **AFRICAN AND ASIAN CIVILIZATIONS & CULTURES CPA (202)**

Grade 9 5 Credits

Prerequisite: None

This course examines Asian and African institutions, people, and cultures, beginning with an overview of the major concepts of cultural anthropology. Subsequent areas of study in the first semester include the Middle East and Africa. Concepts are organized around the themes of geography, economics, cultural transitions, historical trends, and contemporary affairs. In the spring semester the course continues examining these themes with a concentration on East and South Asia.

Instructional activities and assessments require students to utilize and refine Social Studies literacy skills such as discipline-specific writing and speaking as well as the analysis and evaluation of primary and secondary sources.

#### **AFRICAN AND ASIAN CIVILIZATIONS & CULTURES CPB (201)**

Grade 9 5 Credits

Prerequisite: Department recommendation



This course examines Asian and African institutions, people, and cultures, beginning with an overview of the major concepts of cultural anthropology. Subsequent areas of study in the first semester include the Middle East and Africa. Concepts are organized around the themes of geography, economics, cultural transitions, historical trends, and contemporary affairs. In the spring semester the course continues examining these themes with a concentration on East and South Asia.

Emphasis is given to the development of Social Studies literacy skills. Reading comprehension, writing, speaking, and the analysis and evaluation of primary and secondary sources are integrated into instruction and assessments.

## TENTH GRADE

Although there is a common conceptual and topical core in all the European History courses, each represents a different level of difficulty. The most advanced students may wish to take the honors level **Western Civilization Humanities Honors** course. This challenging parallel program in English and Social Studies meets for two class periods each day and offers credit in both subjects. Students should be confident, highly proficient readers, capable of responding to different levels of textual meaning. Students can expect learning assessments that touch upon each of these levels. Though the subject matter is chronologically sequenced, class time is devoted to considering the historical and cultural themes and issues embedded within historical data, rather than to a survey of that data per se. For placement in this course, students must be recommended by both the English and Social Studies departments who mutually consider tenth grade honors level placement recommendations.

**European History Advanced** is a rigorous and demanding course that focuses on the origins and development of Western civilization. Students who might be interested in taking Advanced Placement US History in their junior year, and who do not take Humanities in their sophomore year, should take this course rather than European History CPA. **European History CPA** and **CPB** engage students in a general study of Western history with an emphasis on modern Europe. CPB integrates additional emphasis on social studies literacy skills.

Students who are English Language Learners may be recommended for **US Culture and Civilizations I or II**.

### WESTERN CIVILIZATION HUMANITIES HONORS (226)

Grade 10 5 Credits

Prerequisite: Department recommendation

Western Civilization Humanities Honors is a parallel English and Social Studies course meeting two class sessions each day. This program examines the literature and history of selective periods in western civilization. Students **must register for both** the Social Studies and English courses. See **Sophomore Humanities Honors** in the English chapter of this guide book for the corresponding English course.

In the fall semester, this course examines the basic themes in the civilization of Western people. Among these are the tension between unity and autonomy, distribution of power, relations between individuals and society, reason and faith, and human creativity in its various manifestations. The approach will be chronological. This semester will address societies beginning with the ancient world and concluding with a study of the modern period. In the spring semester, the chronological study of Western civilization will continue with an examination of Europe through the late 20th century. Emphasis will be placed on the challenges of coexisting and thriving in the age of revolutions: Scientific, French, and Industrial. The course will conclude with a thorough examination of the Era of the World Wars and the Cold War, both from a European perspective.

## **EUROPEAN HISTORY - ADVANCED (223)**

Grade 10 5 Credits

Prerequisite: None

*Although the department does not set prerequisites for students choosing the advanced level courses, we recommend that students performing at the B+ level or above in a CPA level class consider the advanced course for the following year.*

The course explores the political, social and economic development of European societies from ancient Greece and Rome, through the Middle Ages and the Renaissance. It continues with an examination of the development of modern nations, focusing on the French and Russian Revolutions, as well as imperialism, World War I and II, the Cold War, the fall of Soviet communism, nationalism in Yugoslavia, the European Union, and the effects of the technological revolution on world events. Emphasis is placed on the people, events, and ideas which have contributed to the building of European traditions.

The use of primary source documents and research assignments play an important role in the understanding of the curriculum.

## **EUROPEAN HISTORY CPA (222)**

Grade 10 5 Credits

Prerequisite: None

In the fall semester students engage in a chronological study of the social, economic, and political life in Europe through the Reformation. Included are units on Greece, Rome, the Middle Ages, the period of the Renaissance and Reformation, and the Age of Absolutism. The spring semester continues the study of Europe beginning with the French Revolution. Included are units on the English Revolution, the Industrial Revolution, German and Italian unification, the origins and aftermath of World Wars I and II, the Cold War, and contemporary issues facing the continent.

Instructional activities and assessments require students to utilize and refine Social Studies literacy skills such as content-specific writing and speaking as well as the analysis and evaluation of primary and secondary sources. A research project in the spring semester is required.

## **EUROPEAN HISTORY CPB (221)**

Grade 10 5 Credits

Prerequisite: Department recommendation

In the fall semester there will be a chronological study of the social, economic, and political life in Europe through the Reformation. Included are units on Greece, Rome, the Middle Ages, the period of the Renaissance and Reformation, and the Age of Absolutism. The spring semester continues the study of Europe beginning with the French Revolution. Included are units on the English Revolution, the Industrial Revolution, German and Italian unification, the origins and aftermath of World Wars I and II, the Cold War, and contemporary issues facing the continent.

Instructional activities and assessments emphasize the development of Social Studies literacy skills such as content-specific writing and speaking as well as the analysis and evaluation of primary and secondary sources. A research project in the spring semester is required.

## **ELEVENTH GRADE**

Although there is a common conceptual and topical core in these courses, each represents a different level and nature of difficulty. The most rigorous and demanding course at this grade level is **Advanced Placement US History**, an honors course requiring students to take the Advanced Placement examination in the spring. **U.S. History 1 Honors** is a rigorous chronological study of American history with less

breadth of content than Advanced Placement U.S. History. **US History 1 CPA** and **CPB** engage students in a chronological study of American history, with CPB integrating greater emphasis on Social Studies literacy skill maturation.

Students who are English Language Learners may be recommended for **US Culture and Civilization I or II**.

### **ADVANCED PLACEMENT US HISTORY (236)**

Grade 11 5 Credits

Prerequisite: Department recommendation

This two-semester course will give students a grounding in the chronology of American history from the pre-colonial era to the present. It will stress major interpretive questions derived from the study of selected themes. In addition, the course will provide students with the analytic skills and factual knowledge necessary to deal with problems and materials in American history. Students will learn to assess and weigh evidence and interpretations presented in historical scholarship. A research paper and extensive essay writing are required.

**The accelerated pace of the course requires that students be accountable for a significant amount of the course content through independent learning.** The college level material covered in this course will prepare students for the Advanced Placement examination given by the College Entrance Examination Board which all students are required to take in May. The score earned on this exam must be reported to the school. Students who successfully pass the examination are exempted from a year of American History or given advanced standing by most colleges. Students enrolled in **A.P U.S History** will be required to take **The American Experience Honors** in their senior year.

### **US HISTORY 1 - HONORS (233)**

Grade 11 5 Credits

Prerequisite: Department Recommendation

This course provides for a rigorous examination of the political, social, and economic development of the United States from the Revolutionary Era through the Progressive Era. In the fall semester this course engages in a chronological study of American civilization through topical emphases that complement the American literature program in the English department. This semester covers the period from 1763 to 1850 (the Revolutionary Era to the eve of the Compromise of 1850) and includes an in-depth study of the Constitution. Other topics include the Federalist and Jeffersonian eras; nationalism, sectionalism, and the Jacksonian Age; and the economic development of the North and the South. Emphasis is placed on historiography, historical interpretation, and document analysis. The spring semester covers the period from 1850 to 1914 (the Compromise of 1850 to the end of the Progressive Era). Major topics include the decade of the 1850's; the Civil War and Reconstruction; industrialization, the emergence of the labor movement, and the New Immigration; Populism; and Progressivism. The emphases of the first semester are continued and reinforced.

Students will be required to demonstrate highly sophisticated discipline-specific skills including the analysis and evaluation of primary resources, applying evidence to draw historical conclusions, and oral and written presentation of arguments. A special research/analysis project is required for each semester.

### **US HISTORY 1 CPA (232)**

Grade 11 5 Credits

This course engages students in a study of United States history from the Confederation Era through the Progressive Era. Students will focus on the individuals as well as the social, political, and economic events that shaped the nation. The fall semester begins with a brief review of major historical antecedents leading to the Constitution and then concentrates on the Constitution itself; the Federalist, Jeffersonian, and Jacksonian eras (major domestic and foreign developments); and the economic progress of the North and the South. Concepts are studied and analyzed through an emphasis on reading and writing skills. Research skills and projects are emphasized in the second semester.

## **US HISTORY 1 CPB (231)**

Grade 11 5 Credits

Prerequisite: Department recommendation

This course engages students in a study of United States history from the Confederation Era through the Progressive Era. Students will focus on the individuals as well as the social, political, and economic events that shaped the nation. The fall semester begins with a brief review of major historical antecedents leading to the Constitution and then concentrates on the Constitution itself; the Federalist, Jeffersonian, and Jacksonian eras (major domestic and foreign developments); and the economic progress of the North and the South. Concepts are studied and analyzed with emphasis on reading comprehension, study skills, and organization of information. Research skills and projects are emphasized in the second semester.

### **TWELFTH GRADE**

Twelfth grade students continue their program by choosing from the courses outlined below. Although there is a common conceptual and topical core in these courses, each represents a different level and nature of difficulty. **US History II Honors** provides a more rigorous chronological study for the interested student. **US History II CPA** and **CPB** engage students in a chronological study of American history, with CPB integrating greater emphasis on Social Studies literacy skill maturation.

Students currently taking **Advanced Placement US History** in the eleventh grade must continue their program by taking **The American Experience Honors**.

Students who are English Language Learners may be recommended for **US Culture and Civilization I or II**.

## **THE AMERICAN EXPERIENCE HONORS (245)**

Grade 12 5 Credits

Prerequisite: Advanced Placement American History

This course engages students in 21st century inquiries into the American experience since the United States' period of industrialization and its subsequent projection of power on the world stage at the turn of the 20th century. In the first semester the course deals with U.S. foreign policy from the period of 20th century isolationism to today's intense involvement in world affairs. Students will focus on current foreign policy problems and participate actively in small group work, debates, and recitations

The second semester takes an interdisciplinary approach to the study of American society and culture. The focus is on the revolutions in American culture (Industrial, Educational, Racial, Gender) and how a changing economy and society affected the way Americans viewed work, leisure, politics, ethnic relations, and the role and rights of women. The materials and topics chosen for this part of the course are representative of larger themes. The semester sequence follows these themes chronologically from the post-Civil War period to the present, while the materials to be analyzed range from secondary readings and primary sources (fiction/non-fiction) to documentary and commercial films. Upon completion of this semester, students will appreciate the content and methods involved in the study of the American experience. Research assignments and class participation will constitute a major part of the assessment process.

## **US HISTORY 2 - HONORS (243)**

Grade 12 5 Credits

Prerequisite: Department Recommendation

This course provides for a rigorous examination of the political, social, and economic development of the United States from the War with Spain through the contemporary United States. Students will be required to demonstrate highly sophisticated discipline-specific skills including the analysis and evaluation of primary resources, applying evidence to draw historical conclusions, and oral and written presentation of arguments.

In the fall semester the main focus concerns concepts and historical interpretation dealing with individuals and American society from the destabilizing impact of war, through periods of economic depression, to an era of growing international awareness, commitments, and interests. The materials presented place emphasis on social, political and economic events from the war with Spain in 1898 through the World War II era. Interpretive essays will be assigned. In the spring semester a study of contemporary issues in America will be emphasized. The course will analyze the era of post-World War II, the Great Society, the Vietnam/Watergate era and problems of changing times in American history. An oral presentation and a group video project based on student performed research will be required.

### **US HISTORY 2 CPA (242)**

Grade 12 5 Credits

Prerequisite: US History 1

The fall semester of this college preparatory course studies the period from the war with Spain in 1898 to the onset of the Cold War. Students will focus on political trends, economic developments, social change in the decades of the 1920's and 1930's, and the causes and strategies of World War II. In the spring semester this course deals with the period from the Cold War to the present and will analyze the culture and politics of the Cold War era. The course will focus on such topics as the Vietnam War, Watergate, and contemporary politics. A research project will be required in the second semester.

### **US HISTORY 2 CPB (241)**

Grade 12 5 Credits

Prerequisite: US History 1 and department recommendation

The fall semester of this college preparatory course studies the period from the war with Spain in 1898 to the onset of the Cold War. Students will focus on political trends, economic developments, social change in the decades of the 1920's and 1930's, and the causes and strategies of World War II. In the spring semester, students study the period from the Cold War to the present and analyze the culture and politics of the Cold War era. The course will focus on such topics as the Vietnam War, Watergate, and contemporary politics. A research project will be required in the second semester. Emphasis is given to the integrated development and refinement of social studies literacy skills and practical application of social science concepts.

## **SOCIAL STUDIES ELECTIVE COURSES**

The following full year and one semester courses may only be taken in addition to those choices above that meet the social studies graduation requirements.

### **CONTEMPORARY ISSUES & LEADERSHIP I CPA (252)**

FULL YEAR: Grades 10-12 5 Credits

Prerequisite: None

This full year elective challenges students to think globally and act locally to address contemporary issues. With current events largely dictating the course content, international and national issues of importance, as well as the relationship between them, will be examined through class discussions, research projects, and presentations. Students will be required to think critically by applying knowledge of the historical background information to issues affecting the nation and world today to evaluate approaches to address them. Running concurrently to the examination of international and national issues throughout the scope of this course is a civic engagement and leadership component that requires students to research issues of importance to Tenafly, Bergen County, and the state of New Jersey. This facet of the course emphasizes hands-on, experiential learning activities that place students directly in the community to interact with local leaders, conduct site visits, and perform primary research to formulate a policy response to one or more issues of local significance. Students who desire to continue Contemporary Issues and Leadership beyond the first year will be permitted to take Contemporary Issues and Honors I and II if they earn a "B" or better in the Contemporary Issues and Leadership class.

## **CONTEMPORARY ISSUES & LEADERSHIP II HONORS (253)**

**FULL YEAR: Grades 11-12 5 Credits**

Prerequisite: Teacher Recommendation and Grade of “B” or better in Contemporary Issues and Leadership CPA or Honors

The content and learning experiences of this full year elective mirror those of Contemporary Issues and Leadership CPA. Building upon their experience in the previous Contemporary Issues and Leadership course, students enrolled in Contemporary Issues and Leadership Honors II Honors will be required to demonstrate a more sophisticated level of knowledge, analysis, and research skills in the course’s examination of contemporary issues. Likewise, within the civic engagement and leadership component of the course, Contemporary Issues and Leadership Honors II Honors students will be expected to demonstrate a deeper understanding of the nature of leadership and utilize that understanding to assume leadership roles during those learning experiences.

## **ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (269)**

Grades 11-12 5 Credits

Prerequisite: None

Although the department does not set prerequisites for students choosing this advanced level course, it is recommended that students have first semester grades of at least B in current year’s Honors or Advanced Social Studies, Science or English course, or an A in current year’s Social Studies, Science or English CPA level course.

This course is designed to provide students with an analytical perspective on government and politics in the United States and to prepare them for the Advanced Placement examination in United States Government and Politics. Students will begin the course with an examination of the general structure of the U.S. government and with issues of civil rights and liberties. Subsequent topics in this course will include political beliefs and behaviors; political parties, interest groups and mass media; institutions of national government; and public policy.

Students are required to take the Advanced Placement U.S. Government and Politics Examination in May. The score earned on the A.P. test must be reported to the school.

## **ADVANCED PLACEMENT PSYCHOLOGY (259)**

Grades 10-12 5 Credits

Prerequisite: None

Although the department does not set prerequisites for students choosing this advanced level course, it is recommended that students have first semester grades of at least B in current year’s Honors or Advanced Social Studies, Science or English course, or an A in current year’s Social Studies, Science or English CPA level course.

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

It is recommended that students have first semester grades of at least B in current year’s Honors or Advanced Social Studies, Science or English course, or an A in current year’s Social Studies, Science or English CPA level course.

Students are required to take the Advanced Placement Psychology Examination in May. The score earned on the A.P. test must be reported to the school.

**DEBATE (255)**

Grades 9-12 2.5 Credits

Prerequisite: None

Debate will stress the principles and practices of forensics: the art of argumentation and evidence in public discourse. The students will examine issues of logic and develop coherent lines of reasoning. Students will also explore effective debating techniques and how to avoid making logical fallacies. Debate will provide students with numerous opportunities to apply their skills both in and out of the classroom.

**DEBATE II HONORS (256)**

Grades 10-12 2.5 Credits

Prerequisite: Debate

After successful completion of Debate I (CPA), the student who elects to take Debate II (Honors) will hone their public speaking skills and elevate their debating to the next level. Not only will they have the opportunity to dive deeper into the various forms of debate, they will also explore modes of argumentation, evaluate fallacious arguments, and strengthen briefs with better, clearer and more evidence. They will also be called upon to provide material support to the CPA class in terms of written briefs and public demonstrations of debate models. Finally, they will be expected to master and participate in a parliamentary form of debate.

**SOCIOLOGY (257)**

Grades 9-12 2.5 Credits

Prerequisite: None

Sociology examines social life, social change, and the social causes and consequences of human behavior. Students will investigate the structure of groups, organizations, and societies and how people interact within these contexts. The subject matter of sociology ranges from the intimate family to the internet; from organized crime to religious traditions; and from the divisions of race, gender and social class to the shared beliefs of a common culture. Topics of particular interest to young people, such as peer groups, group identities, stereotypes, romantic relationships, deviance and conformity, and substance abuse may be explored as well. Sociology will also expose students to the use of scientific data to study the social world and assist students in developing an understanding of people as social beings whose daily lives and life chances are impacted by a range of structural and cultural factors.

**SOCIAL STUDIES FOR ELL STUDENTS**

These Social Studies courses meet the U.S. History 10 credit graduation requirement. They are offered in alternate years and are taught by members of the Social Studies Department.

**US CULTURE 1 - BEGINNING CPB (273)**

Grades 9-12 5 Credits

Prerequisite: Department recommendation

This course is designed to meet the needs of newly arrived limited English proficient students. Introduction to US Culture 1 includes U.S. history from the original settlement by Native Americans to 1900 (or the Post Civil War era). In the fall semester students examine chronologically major historical events and leading personalities. They explore American cultural patterns involving laws and traditions as well as political, economic, and social structures. The pre-Columbus period to the post-American Revolutionary War period are included. Course work parallels US History 1. In the spring semester focus will be on the period from the founding of the Republic to Industrialization.

### **US CULTURE 1 - INTERMEDIATE CPA (274)**

Grades 9-12 5 Credits

Prerequisite: Department recommendation

This course is designed for limited English proficient students whose skills are beyond the beginning level but who are not yet ready for the demands of the proficient program in US Culture.

The fall semester course work parallels that of US History 1 and emphasizes the same content priorities. The spring semester does the same.

During the entire school year social studies skills and English language vocabulary are stressed to help students succeed in a non-ELL social studies classroom.

### **US CULTURE 1 - PROFICIENT CPA (275)**

Grade 9-12 5 Credits

Prerequisite: Department recommendation

This course is for limited English proficient students whose skills are advanced beyond the intermediate level but who are not yet ready for the regular social studies curriculum.

In the fall semester emphasis is on the study of American history from the pre-Columbus period to post American Revolutionary War period. Course work parallels that of American History 1. In the spring semester students will focus on important social, political and economic issues from the Constitution to the Post Civil War era.

### **US CULTURE 2 - BEGINNING CPB (287)**

Grade 9-12 5 Credits

Prerequisite: Department recommendation

This course is designed to meet the needs of newly arrived limited English proficiency students. American Culture 2 CPB covers U.S. history from 1900 to the present.

In the fall semester students chronologically examine major historical events and leading personalities. They also explore American cultural patterns involving laws and traditions as well as political, economic, and social structures. The period covered is from the late 19th Century through World War II. Course work parallels that of US History 2. In the spring semester students will cover the post-World War II period to the present.

### **US CULTURE 2 - INTERMEDIATE CPA (288)**

Grade 9-12 5 Credits

Prerequisite: Department recommendation

This course is designed for limited English proficient students whose skills are beyond the beginning level but who are not yet ready for the demands of the proficient program in US Culture.

In the fall semester this course emphasizes American history from the late 19th Century through World War II. Course work parallel that of US History 2. In the spring semester students will study the social, political, and economic issues shaping U.S. history from the post-World War II era to the present.

### **US CULTURE 2 – PROFICIENT CPA (289)**

Grade 9-12 5 Credits

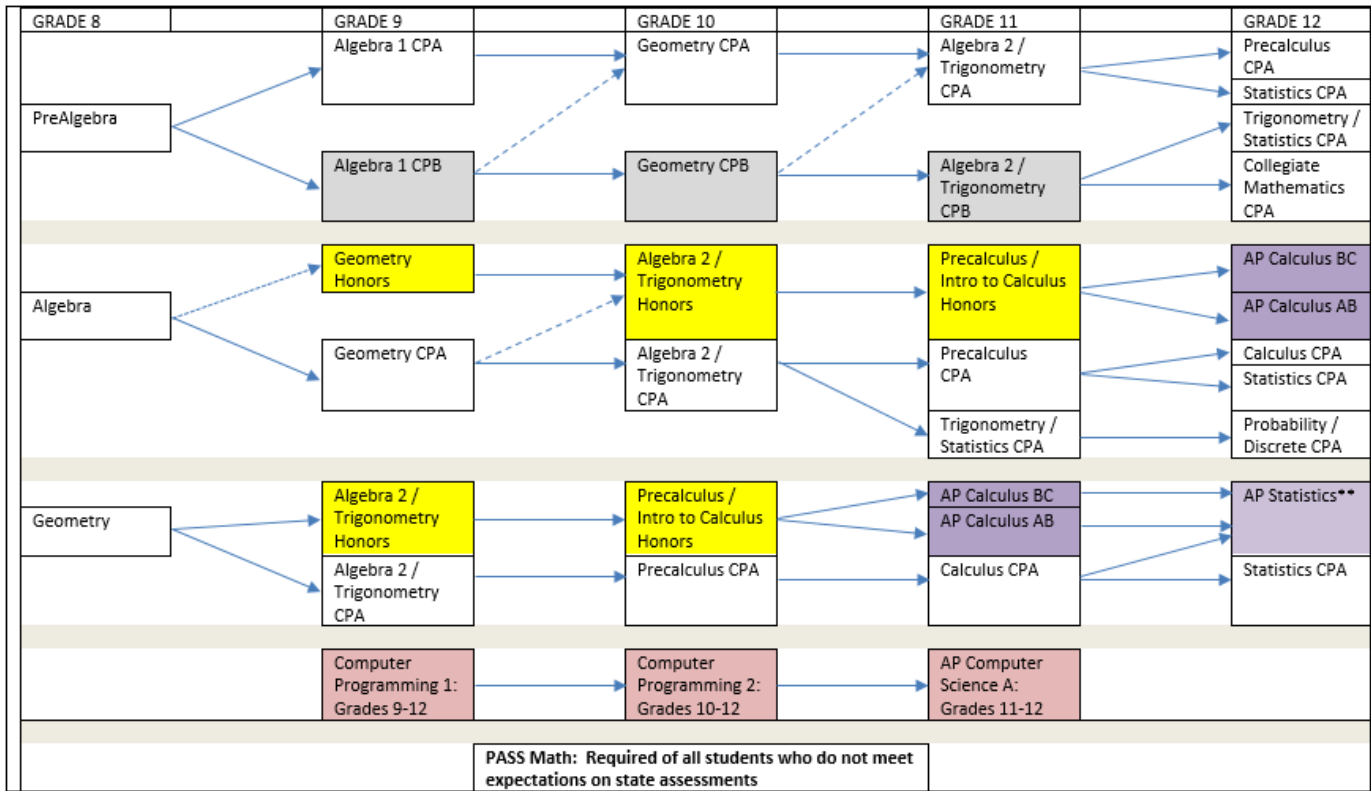
Prerequisite: Department recommendation

This course is designed for limited English proficiency students whose skills are advanced beyond the intermediate level but who are not yet ready for the regular social studies curriculum.

In the fall semester this course emphasizes US history from the late 19th Century through World War II. Course work parallels that of US History 2. In the spring semester students will study the social, political, and economic issues shaping US history from the post-World War II era to the present.



**MATHEMATICS and COMPUTER SCIENCE DEPARTMENT SEQUENCES 2021-2022**



\*\*Can also be taken following successful completion of Algebra 2, with Precalculus as a co-requisite. See course description section for more details.

## MATHEMATICS

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### THE CURRICULUM

The Mathematics Department offers a wide array of courses to provide students with opportunities to take four years of mathematics. Although the state's graduation requirement is three years of mathematics, students are encouraged to take four years of mathematics. Based upon individual student readiness, courses are designed to expose students to rigorous, cognitively complex, and meaningfully deep learning experiences around conceptual understandings, while ensuring that students build a strong foundation in mathematical skills and procedures.

Enrollment in mathematics courses follows a traditional, sequential progression. The courses students enroll in from one year to the next are dependent upon their completion and success in previous courses. Therefore, it is critical to understand that placement in mathematics classes is reliant upon course sequence, not grade level. **All** students must complete an Algebra I class to advance in the mathematics sequence that is appropriate for their program. (See **A Program for Every Student** in the introduction of this guidebook.)

**Freshmen students** are enrolled in mathematics classes dependent upon their middle school math courses. Most freshmen will take either Algebra I or Geometry. The differentiation between the levels is dependent upon the teacher's recommendation and the student's final grade in their eighth grade mathematics class. Ninth grade transfer students completing a traditional eighth grade program will most likely enroll in Algebra I. **\*Note:** Ninth grade students having completed a high school math class during the eighth grade will be enrolled in the next level of the mathematics sequence dependent upon the teacher's recommendation and the student's final grade in the class.

Regardless of their placement in mathematics, all students in the graduating class of 2021 and beyond are required to pass the Algebra I NJSLA as the primary pathway for graduation. (See "Graduation Assessment Requirements" in the introduction of this guidebook).

#### **Beyond Algebra I:**

Students will be recommended for Geometry and a second year of Algebra at varying levels. Upon completion of a second year of Algebra, students will be recommended to enroll in one of the following: Precalculus, Precalculus Honors, Precalculus/Introduction to Calculus Honors, or Trigonometry/Statistics. In their final year of mathematics study, students can be recommended for varying levels of Calculus and Statistics, Probability/Discrete Math, or Collegiate Mathematics. All requirements for placement must be met by the end of the first semester and maintained through the third marking period.

#### **HONORS AND ADVANCED PLACEMENT COURSEWORK**

Mathematics Honors and Advanced Placement courses are designed to be challenging and rigorous. Students who are recommended for these courses should be highly motivated and possess a natural curiosity about mathematics. Key elements for success in these courses are disciplined study habits, independence, and maturity. Enrollment in Honors and AP courses is dependent upon the student's successful completion of the prerequisites. Students should discuss the requirements for enrollment with their mathematics teacher and their guidance counselor before selecting the course.

**\*\*NOTE: Students must obtain departmental permission to enroll simultaneously in two AP math classes.\*\***

## **COLLEGE PREP A (CPA)/COLLEGE PREP B (CPB)**

Students will be placed in either level based upon teacher recommendation, class grades, and standardized assessments. Completion of the prerequisites is required prior to enrolling in the class. Students should discuss these parameters with their mathematics teacher and their guidance counselor.

## **SUMMER SCHOOL**

**Enrollment in Summer School classes for advancement may not be used to satisfy requirements for placement in honors courses.** If a student completes a course to satisfy prerequisite requirements, the grade earned must be one grade higher than the grade specified in the course listing in this guidebook. For example, a prerequisite of B becomes an A when a Summer School course is taken to meet the requirement.

Courses for remediation offer students the opportunity to receive credit for a course that has been failed. Students who repeat Algebra 1 in Summer School will be placed in Geometry CPB in the fall; students who repeat Geometry will be placed in Algebra 2 CPB; students who repeat Algebra 2 will be placed in Trigonometry/Statistics CPA.

**Please note:** Prior approval by the Mathematics Supervisor is required when Summer School courses are used to satisfy prerequisites and receive credit. Additional information about taking Summer School classes may be found in the section entitled, "COURSES TAKEN OUTSIDE OF TENAFLY HIGH SCHOOL PROGRAM".

## **COURSE RECOMMENDATIONS & APPEALS PROCESS**

Please review the Course Recommendations & Appeals Process section in this booklet.

## **MATHEMATICS COURSES**

### **ALGEBRA 1 CPA (342)**

Grades 9-10 5 Credits

Prerequisite: Pre-Algebra: minimum grade of A- **OR**  
Eighth grade Algebra 1 grade of C or lower  
Department Recommendation

Students in this college prep class develop their abstract reasoning skills as they employ the language of mathematics through the use of variables and expressions. The four fundamental operations of rational numbers along with sets and number properties are employed to help students transition from the concrete to the abstract. Students apply algebraic and graphing techniques as they study: relations, functions, linear equations, linear inequalities, linear systems, exponents, rational exponents, radicals, polynomial operations, factoring, solving quadratic equations, and interpreting statistics as related to the linear model.

### **ALGEBRA 1 CPB (312)**

Grades 9-10 5 Credits

Prerequisite: Pre-Algebra  
Department Recommendation

Students in this college prep class study: relations, functions, linear equations, linear inequalities, linear systems, exponents, rational exponents, radicals, polynomial operations, factoring, solving quadratic equations, and interpreting statistics as related to the linear model. Real life problems are studied from the analytical perspective and are solved as the language of mathematics is employed to translate these problems into equations. The skills of problem solving application, graphing and modeling are employed to help students bridge the gap from the concrete to the abstract.

**GEOMETRY CPA (344)**

Grade 9-11 5 Credits

Prerequisites: Algebra 1 minimum grade of C+  
Department Recommendation

Students in this college prep class study deductive proofs, basic definitions and postulates of Euclidean plane geometry, angle relationships, perpendicular and parallel lines, and congruent triangles. Students develop more complex proofs in an investigation of lines and planes in space. Other areas of study include similarity, the Pythagorean Theorem, trigonometry, circles, area, and volume.

**GEOMETRY CPB (322)**

Grades 10-11 5 Credits

Prerequisite: Algebra 1 CPB **OR**  
Algebra 1 CPA grade C or lower  
Department Recommendation

Students in this college prep class study the following geometry topics: basic definitions and postulates of Euclidean plane geometry, triangle classification, congruency, the Pythagorean Theorem, distance between points in a plane, similarity, and circles. Deductive proofs are introduced but are not the major emphasis; problem solving is the emphasis. Application of the geometric skills in real world situations is integrated throughout the course.

**GEOMETRY HONORS (346)**

Grades 9-10 5 Credits

Prerequisites: 9<sup>th</sup> grade Algebra 1 CPA minimum grade of A **OR**  
**8<sup>th</sup>** grade Algebra 1 minimum grade of A- in each of the first two marking periods  
Department Recommendation

This course provides an in-depth study of the traditional topics of Euclidean geometry, and deals heavily with proofs. It includes triangle congruence, postulates and theorems, equidistant theorems, parallel line properties, quadrilateral properties, lines and planes in space, polygons, similar polygons, the Pythagorean Theorem, circles, area, volume, coordinate geometry, and an introduction to trigonometry and numerical exercises.

**ALGEBRA 2 TRIGONOMETRY CPA (354)**

Grades 10-12 5 Credits

Prerequisite: Geometry minimum grade of C **OR**  
Geometry CPB minimum grade of A- or higher  
Department Recommendation

Students in this college prep class extend their understanding of linear equations, absolute value equations and inequalities, systems of linear equations, and related word problems as they study functions. Functions to be studied are: linear, absolute value, polynomial, exponential, rational and radical. Students solve functions using an array of methods including but not limited to factoring, formulas, and graphing. Other areas of study include: rational expressions, radicals, logs, exponents, complex numbers, the unit circle, and statistical inferences.

**ALGEBRA 2 TRIGONOMETRY CPB (351)**

Grades 11-12 5 Credits

Prerequisite: Geometry CPB **OR**  
Geometry CPA grade of C or lower  
Department Recommendation

Students in this college prep class undertake in-depth studies of linear equations, linear inequalities, absolute value inequalities, systems of equations and real world application problems. Functions, including linear, absolute value, polynomial and quadratics, are explored, solved graphically and solved algebraically. Additional areas of study include, but are not limited to: exponentials, powers, radicals and roots, complex numbers, statistics, data distribution, and probability. Technology is integrated throughout the course as a problem solving tool.

### **ALGEBRA 2 TRIGONOMETRY HONORS (359)**

Grades 9-12 5 Credits

Prerequisites: Geometry Honors minimum grade of B+ **OR**  
Geometry CPA minimum grade of A **OR**  
Geometry 8 minimum grade B+  
Department Recommendation

This honors level course include all of the topics of Algebra 2 CPA as well as an advanced in-depth study of trigonometry, algebraic theory, composite and inverse functions, absolute value, coordinate geometry, conic sections, and sequences and series. Instructional and assessment exercises are more challenging with emphasis on higher order thinking skills. Trigonometric functions, properties, and inverses are studied throughout the second semester. Graphing skills are emphasized. Right and oblique triangles are solved. The computer and graphing calculator are used to enhance instruction.

### **TRIGONOMETRY/STATISTICS CPA (362)**

Grades 11-12 5 Credits

Prerequisite: Algebra 2 / Trigonometry  
Department Recommendation

This full year course focuses on two specific areas of mathematics: trigonometry and statistics. The topics in trigonometry include: the trigonometric functions, their properties and inverses; the concepts of amplitude, period, cycle, and phase shift to graph the functions; and calculator use to solve right and oblique triangles. Emphasis is on applications in surveying, architecture, and navigation.

Topics in statistics prepare students for the application of statistical theory to diverse fields. Emphasis is placed on applications to the social sciences as well as to areas of mathematics and scientific study. Computer simulations and scientific calculators are used to facilitate instruction.

### **PRECALCULUS CPA (366)**

Grades 11-12 5 Credits

Prerequisite: Algebra 2 / Trigonometry CPA minimum grade of B  
Department Recommendation

This course provides an in-depth study of functions. A review of linear and quadratic functions sets the stage for the study of polynomial, rational, algebraic, exponential, logarithmic, and trigonometric functions. Applications of these concepts are included. Transformations are used as a unifying concept. The computer and graphing calculator are used to enhance instruction.

### **PRECALCULUS/INTRO CALCULUS HONORS (369)**

Grades 11 – 12 5 Credits

Prerequisites: Algebra 2 **with** Trigonometry Honors minimum grade of B+  
Department Recommendation

This honors level course includes all of the Precalculus Honors topics with the exception of Trigonometry. In the second semester, the course shifts to an introduction of Calculus, including the concepts of limit and continuity.

### **PROBABILITY/DISCRETE CPA (370)**

Grades 11-12 5 Credits

Prerequisite: Precalculus or Trigonometry / Statistics CPA  
Department Recommendation

This full year course focuses on two specific areas of mathematics: probability and discrete mathematics. A basic development of probability and counting theory forms the basis for an application and project oriented examination of the use of probability. Discrete Math topics include: voting methods, power analysis, fair division, circuits, directed graphs, network problems, number patterns, symmetry, fractals and logic.

### **COLLEGIATE MATHEMATICS CPA (373)**

Grade 12 5 Credits

Prerequisite: Algebra 2  
Department Recommendation

**\*\*NOTE: All students must have a teacher recommendation for this class.\*\***

This fourth year college preparatory mathematics course is designed for students who want to expand their knowledge of mathematics. The concept of functions, such as polynomial functions, exponential functions and trigonometric functions, is studied by employing graphing and modeling techniques. Additional areas of study include (but are not limited to): sequences and series, statistics, matrices, and principles of counting and probability.

### **CALCULUS CPA (376)**

Grade 12 5 Credits

Prerequisites: Precalculus CPA minimum grade of B **OR**  
Precalculus Honors grade of C+ or lower **OR**  
Precalculus/Intro Calculus Honors grade of C- or lower  
Department Recommendation

Students study the concepts of limit and continuity. The basic concepts of the derivative with applications to velocity, acceleration, curve sketching, related rates, and max-min problems will be given. Topics are developed from a heuristic or non-theoretical approach. The definite and indefinite integral are introduced. Techniques of differentiation and integration of the logarithmic function, natural logarithmic function, exponential function, and inverse trigonometric functions are studied. Integration concepts are applied to find area and volume.

### **ADVANCED PLACEMENT CALCULUS AB (378)**

Grade 12 5 Credits

Prerequisites: Precalculus Honors minimum grade of B **OR**  
Precalculus CPA minimum grade of A- **OR**  
Precalculus/Intro Calculus Honors minimum grade of C  
Department Recommendation

Students will continue to study the concept of the limit begun in Precalculus. An introduction to the basic concepts of differential and integral calculus with applications to velocity, acceleration, curve, sketching, related rates, and max-min problems will be given. This course will focus on the theoretical developments

of each of these topics. Working with the instructor, students will be expected to develop the theorems and derivations which apply to the concepts. Continuity, the mean value theorem, and the chain rule will also be included.

Techniques of differentiation and integration will be studied and applied to volumes and surface areas of revolution, arc length, and radioactive decay. Students will use the graphing calculator to enhance instruction. The theoretical development of each of the topics will be stressed.

Students enrolled in this Advanced Placement course are required to take the Advanced Placement Calculus Exam.

### **ADVANCED PLACEMENT CALCULUS BC (377)**

Grade 12 5 Credits

Prerequisites: Precalculus/Intro Calculus Honors minimum grade of B  
Department Recommendation

**NOTE:** Consideration will be given to students who completed Precalculus Honors with a grade of A+ and are willing to complete a summer unit on limits.

This course will include all the Advanced Placement AB Honors topics but the exercises will be more challenging. Also considered will be topics in sequences, series, parametric, and polar functions, slope fields, applications of integrals, integration by parts and partial fractions, and logistic differential equations.

Students enrolled in this Advanced Placement course are required to take the Advanced Placement Calculus exam in May.

### **STATISTICS CPA (365)**

Grades 10-12 5 Credits

Prerequisites: Completion of Algebra 2 / Trigonometry

Statistics is a requirement of nearly every undergraduate major in post-secondary institutions. Students considering continuing formal academic studies beyond high school are strongly encouraged to enroll in this course. The curriculum for this course includes an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to content across four broad themes: gathering data, analyzing data, probability, and inferential statistics. Students frequently make use of these statistical tools to better understand real-world data. Students review and evaluate research results as well as conduct their own research.

### **ADVANCED PLACEMENT STATISTICS (375)**

Grades 11-12 5 Credits

Prerequisites: Algebra 2 / Trigonometry Honors minimum grade of B **OR**  
Algebra 2 CPA minimum grade A-

Co-requisite: Precalculus, unless already completed. Students may take AP Statistics along with Calculus or in its place, students must obtain departmental permission to enroll simultaneously in two AP math classes.

Statistics is a requirement of nearly every undergraduate major. Therefore, this course is highly recommended for students who are considering studying economics, business, science or social sciences in college. This course is a challenging, conceptually rigorous introduction to college-level statistics and introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to content across four broad themes: gathering data, analyzing data, probability,

and inferential statistics. Students frequently make use of these statistical tools to better understand real-world data. Students review and evaluate research results as well as conduct their own research.

Students enrolled in Advanced Placement Statistics are required to take the Advanced Placement Statistics exam in May.

### **PATHWAY TO ACADEMIC SKILLS & SUCCESS (P.A.S.S. PROGRAM) AND LEARNING SUPPORTS**

The P.A.S.S. Program is offered to provide remediation in mathematics and language arts, with a focus on skill-sets essential for demonstrating proficiency on the subject-specific New Jersey Student Learning Assessment (NJSLA). The program is offered before, during, and/or after-school in order to accommodate recommended students' schedules.

Freshmen and sophomores who might benefit from extra support in this area will initially be recommended for this program by teachers, Content Area Supervisors, school counselors, the Student Services Group, and the Child Study Team.

Parents/Students will receive a letter indicating the recommendation, along with a copy of the current semester's P.A.S.S. schedule.

In addition to the P.A.S.S. Program, remediation and extra support is available during the school day through the Content, Skills and Internship (CSI) Center. Tenafly High School makes every effort to provide variety in learning supports as a way of maximizing opportunities for obtaining assistance.



## COMPUTER SCIENCE

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### THE CURRICULUM

Computer Science is the study of computers, algorithmic processes, principles, hardware and software designs, applications of software, and impact on society. There are five core concept areas: Computing Systems, Networks and the Internet, Data and Analysis, Algorithms and Programming, and Impacts of Computing. Advanced Placement computer science courses can satisfy a part of the mathematics credit requirements for high school graduation.

### COMPUTER PROGRAMMING 1 CPA (380)

Grades 9-12 5 Credits

Prerequisite: None

This entry-level course introduces students with little or no experience with computers to programming. Students examine the basic structure of the computer and develop an understanding of elementary logic. They learn the C# computer programming language using the Microsoft Visual Studio programming environment. They learn to write simple and more advanced programs applicable to the pure, physical, and social sciences, as well as the business world. Students are taken through developing programs using the object oriented methodology. In one unit, students learn to design, build, and control robotic vehicles using a derivative of the Labview graphical programming language.

### COMPUTER PROGRAMMING 2 CPA (385)

Grades 10-12 5 Credits

Prerequisite: Grade of "B" or higher in Introduction to Computer Programming

This course provides further instruction in programming concepts using the general-purpose, open source language, Python. Topics include object-oriented concepts, procedures and functions, iteration, arrays and vectors, strings, algorithms, exceptions, and graphical user interfaces. Students also have the opportunity to further explore graphics with game programming and programming for web-based applications.

### ADVANCED PLACEMENT COMPUTER SCIENCE A (390)

Grades 11-12 5 credits

Prerequisites: Grade of B+ or higher in Computer Programming 2 CPA and  
Teacher Recommendation

This AP course is designed for students who intend to pursue computer programming at the collegiate level. The course is based in problem-solving and designing algorithms using the JAVA programming language. Students implement and develop commonly used algorithms and data structures to solve problems within the context of the AP Java topics. Students enrolled in this Advanced Placement course are required to take the Computer Science A AP Exam.

# SCIENCE DEPARTMENT

GRADE, LEVELS,  
COURSES &  
SEQUENCE  
AT A GLANCE



Graduation  
Requirement:  
3 Years  
15-18 Credits

9 or 10

10, 11 or 12

11 or 12

9

Physical  
Science CPA

Physical  
Science CPB

Bio CPA or  
Bio Honors

Bio CPB

Physical  
Science  
Honors

Bio  
Honors

Chem CPA or  
Chem Honors or  
Chem CPB

Physics CPA  
Physics Honors

Forensic  
Science  
CPA

Advanced  
Placement  
Environmental  
Science

Forensic Science  
CPA

Human Anatomy  
& Physiology CPA

Advanced  
Placement  
Environmental  
Science

Advanced  
Placement  
Physics  
C - Mechanics &  
Electricity &  
Magnetism  
Physics Honors Prerequisite

Advanced  
Placement  
Physics 2

Chem CPA or  
Chem Honors or  
Chem CPB

## Science Research Sequence

S.R. 1 Honors  
(3 year course application  
for entrance - Coursework  
begins in 10th grade)

S.R.  
Summer  
Internship

S.R. 2  
Honors

S. R.  
Summer  
Internship 2

S.R. 3  
Honors

## **GENERAL CURRICULUM INFORMATION**

Tenaflly High School science program offers an excellent curriculum and instruction within a broad study of various disciplines. Also offered, a wide variety of options as selections are made in both sequence and depth.

- requirement for graduation: Minimum 3 years of science instruction
- college bound students: Four-year science sequence recommended via various pathways
- Physical Science course is assigned to all freshmen, providing background in chemistry, physics, followed by biology
- students passing NJSLA-SCIENCE state test in math and science (8<sup>th</sup> Grade) will be recommended for Physical Science
- students not achieving a passing NJSLA-SCIENCE score assigned to a modified physical science course
- example third and fourth year of study may include various levels in chemistry, physics and biology, as well as forensic science, science research, anatomy and physiology, and environmental science
- please note prerequisites noted along with course descriptions

### **IMPORTANT:**

- students must confer with current science instructors and guidance counselor prior to selecting
- summer school classes do not fulfill prerequisites, nor counted toward admission in honors level

### **CPA AND PREPARATION B COURSES**

Maintaining CPA class level status:

- student must maintain a grade average of C- or better in CPA science courses
- lower than C- average student recommended for CPB preparation science courses

### **COURSE RECOMMENDATIONS & APPEALS PROCESS**

- Review Course Recommendations & Appeals Process section in this booklet.

### **ENGLISH LANGUAGE LEARNERS**

Students new to the English language, in the English Language Learner program, are carefully placed with consideration of the student's English comprehension and proficiency. Support is provided. Support the needs are determined by expertise in the English Language Learning department.

### **CONCURRENT SCIENCE COURSES**

- department approval required if student wishes to enroll in two science courses in one school year (excluding Science Research)
- student must inform respective science instructor during recommendation time of intent to enroll in two science classes.
- an application to take more than one science course may be obtained from a science instructor, from the science department website, or from the library circulation desk and turned in to the library circulation desk
- students will be notified via email if they have gained approval to enroll in two science classes
- careful consideration of student's transcript, studentship skills, and sincere level of interest in science are made in determining approval

## The Science Courses

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### **PHYSICAL SCIENCE, CPA (405)**

Grade 9 6 Credits

Prerequisite: Passing score on the NJSLA-Science in math and in science.

General science course in which students will be introduced to the experimental method of scientific study. Class lessons will increase and support students' scientific knowledge base and prepare students to ask questions that will later be explored during laboratory investigations. Laboratory activities and investigations will expand upon students' scientific curiosity and help to develop students' problem solving and scientific inquiry skills. The content of this course includes: measurements in the metric system, structure of matter, the periodic table, classes of compounds, chemical and physical changes in matter, laws of motion, simple machines and their work capacities, gas laws, waves, heat, light, energy, magnetism and electricity. In addition, the environmental impact of these topics, such as energy consumption, will be explored.

### **PHYSICAL SCIENCE, CPB (406)**

Grade 9 5 Credits

Prerequisite: Department recommendation, less than a proficient grade on the NJSLA-Science in science and math

Covers material found in **Physical Science (405)**, but at a pace and scope that reflect a less rigorous mathematical approach to the discipline.

### **BIOLOGY, CPA (430)**

Grade 10 6 Credits

Prerequisite: Physical Science or Department recommendation

**FALL:** During this semester students will trace the history of biological study. They will gain an understanding of the living cell and its relationships to other cells, heredity, and microbiology. The semester will culminate with a study of human anatomy. Laboratory activities will reinforce these topics and will involve intensive use of the microscope.

**SPRING:** Topics such as protozoan, algae, fungi, seed plants, and invertebrate animals will be studied. Laboratory work will continue to help students gain proficiency in the use of the microscope as a tool in their studies as well as introduce dissection and culture techniques.

### **BIOLOGY, CPB (431)**

Grades 10 5 Credits

Prerequisite: Physical Science or CPB Physical Science plus Department recommendation

Presents biology as a topic that is essential for an informed citizen. Centered on levels of organization that make up the living conditions, students will study cellular chemistry, division, growth and inheritance, followed by specialization at the tissue level, and culminating in the morphology and physiology of organs. Current issues in biology, including environmental concerns and bioethics, will also be studied. Laboratory work will focus on techniques for viewing and growing cells, manipulating tissues and organs, and will involve individual as well as group presentations of experimental results.

### **BIOLOGY HONORS (432)**

Grade 10 6 credits

Prerequisite: Physical Science, Algebra 2 CPA or higher math course (concurrent)

Students will begin their study of biology with a look at the microscopic world of biology (organic chemicals, cells, genetics, and patterns of heredity.) During the second semester, students will understand the diversity of life through an ecological and evolutionary survey of life forms from bacteria, protists and fungus to plants and animals. The animal study will culminate with a study of the human anatomy. Each semester, long-term inquiry based labs will engage students in the scientific method while they discover how to design and implement controlled experiments. Lab work will continue throughout the year, helping students to gain proficiency in the use of the microscope as well as introduce dissection and culture techniques.

### **PHYSICAL SCIENCE HONORS/BIOLOGY HONORS (422/423) COMBINATION SCIENCE FOR FRESHMEN**

Grade 9 10 Credits

Prerequisite: A- or better in Algebra 1 and 8th grade Earth Science at the end of January plus department recommendation

Courses incorporate all the content of **Physical Science (405)** and **Biology (430)**, plus advanced topics in **optics, organic chemistry, plant and human anatomy and physiology**. These courses will meet for ten periods per week instead of twelve periods, and may involve topics in Biology and Physical Science in a different order and include extended inquiry based lab investigations.

### **ADVANCED PLACEMENT BIOLOGY (435)**

Grades 11-12 6 Credits

Prerequisite: Physical Science, Biology and Chemistry; Algebra 2 CPA or higher math course (concurrent)

FALL: Students will explore the chemical and cellular basis of life. They will cover cell morphology, cellular reproduction, molecular genetics and immunology. The college level material covered in this course will prepare students for the Advanced Placement examination given by the College Entrance Examination Board. This course will follow the syllabus of the College Board.

SPRING: Students will continue the work begun in the fall semester. In addition, topics covered will include the biology of organisms and the biology of populations and communities. Students are required to do a large animal dissection or an alternate assignment at the end of the semester. Students enrolled in Advanced Biology course are required to take the Advanced Placement Biology examination in May.

### **CHEMISTRY CPA (460)**

Grades 10-12 6 Credits

Prerequisite: Physical Science, Biology (or concurrent with department approval)

FALL: Students will be introduced to the methods of measurement in chemistry. They will study the nature of matter and its changes, atomic structure, periodic law, electron configuration, chemical bonds and equations, the mole concept, and the kinetic-molecular theory. The course involves mathematical and reasoning skills. Laboratory experiments each week will enable students to gain a first-hand understanding of chemical reactions and analysis, laboratory techniques, and scientific problem-solving. Computers will be used for some labs and write-ups.

SPRING: Building on the knowledge they acquired in the first semester, students will investigate topics such as acids, bases, salts, titrations, reaction kinetics, chemical equilibrium, man's impact on natural

equilibrium, oxidation-reduction reactions, organic reactions, and radioactivity. Laboratory experiments will reinforce concepts studied in class.

### **CHEMISTRY - HONORS (464)**

Grades 10-12 6 Credits

Prerequisite: Physical Science and Biology; Algebra 2 CPA or higher math course concurrent

FALL: Students will be introduced to the methods of measurement in chemistry. They will study the nature of matter and its changes, atomic structure, periodic law, electron configuration, chemical bonds, molecular orbitals, equations, the mole concept, and the kinetic-molecular theory. The course involves mathematical and reasoning skills. Laboratory experiments each week will enable students to gain a first-hand understanding of chemical reactions and analysis, laboratory techniques, and scientific problem solving. Computers will be used for some labs and write-ups.

SPRING: Building on the knowledge they acquired in the first semester, students will investigate topics such as acids, bases, salts, titrations, reaction kinetics, chemical equilibrium, man's impact on natural equilibrium, oxidation-reduction reactions, organic reactions, radioactivity, and qualitative analysis. Laboratory experiments will reinforce concepts studied in class.

### **CHEMISTRY CPB (468)**

Grades 10-12 5 Credits

Prerequisite: Physical Science, Biology, plus Department recommendation.

FALL: Students will be introduced to the methods of measurement in chemistry. They will study the nature of matter and its changes, atomic structure, nuclear chemistry, periodic law, electron configuration, chemical bonds, formula writing, and equations. The course involves greater emphasis on descriptive chemistry and qualitative relationships than Chemistry. Laboratory experiments each week will enable students to gain a first-hand understanding of chemical reactions, analysis, and laboratory techniques. Organizational and communication skills will be emphasized.

SPRING: Building on the knowledge they acquired in the first semester, students will investigate topics such as acids, bases, salts, kinetic-molecular theory, organic chemistry and man's impact on natural equilibrium, oxidation-reduction. Additional units will focus on water, air, and fundamentals of environmental science and technological developments. Laboratory experiments will reinforce concepts studied in class.

### **ADVANCED PLACEMENT CHEMISTRY (472)**

Grades 11-12 6 Credits

Prerequisite: Physical Science, Chemistry; Precalculus or higher math course (concurrent)

FALL: Students will work with chemical formulas and equations, chemical bonding and kinetics, and nuclear chemistry. The college level material covered in this course will prepare students for the Advanced Placement examination given by the College Entrance Examination Board. This course will follow the syllabus of the College Board.

SPRING: Students will continue the work begun in the fall semester. Students enrolled in Advanced Placement Chemistry are required to take the Advanced Placement exam in May.

### **PHYSICS - HONORS (445)**

Grades 10-12 6 Credits

Prerequisite: Physical Science, Biology; Algebra 2 CPA or higher math course (concurrent)

FALL: Students will explore the experimental laws and fundamental principles involved in the behavior of the physical universe in greater detail than studied in Physics. Lessons and laboratory work will provide an understanding of kinematics, dynamics, energy, momentum, thermodynamics, and kinetic theory. Computers will be used for some labs and write-ups.

SPRING: This semester will continue the study of physical phenomena with an examination of topics such as waves, optics, electromagnetism, relativity, the atom, and nuclear physics.

### **PHYSICS CPA (440)**

Grades 10-12 6 Credits

Prerequisite: Physical Science, Biology, Algebra 2 CPA or higher math course (concurrent)

FALL: Students will explore the experimental laws and fundamental principles involved in the behavior of the physical universe. Lessons and laboratory work will provide an understanding of kinematics, dynamics, energy, momentum. Computers will be used for some labs and write-ups.

SPRING: This semester will continue the study of physical phenomena with an examination of topics such as waves, physical and geometrical optics and electromagnetism. Time permitting, we will pursue the study of the atom, elementary quantum mechanics, relativity and nuclear physics.

### **ADVANCED PLACEMENT PHYSICS C (450 & 450S)**

Grades 11-12 6 Credits

Prerequisite: Physical Science, Honors Physics; Calculus, Calculus Concurrent

The THS AP Physics sequence includes two of the four College Board's courses: AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism. Students are required to take both semesters to earn THS credits for AP Physics and are required to take the College Board's AP exam in Mechanics and Electricity and Magnetism. The THS AP Physics sequence must be completed in the same school year.

The THS AP Physics sequence is calculus-based (including introductory differential and integral calculus) and especially appropriate for students planning to major in physical science or engineering in their post-secondary pursuits.

FALL: The fall semester will consist of the AP Physics C: Mechanics curriculum. This first portion of the THS AP Physics sequence will explore topics such as kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation, oscillations and gravitation will be explored.

SPRING: The spring semester will consist of the AP Physics C: Electricity and Magnetism curriculum. This second portion of the THS AP Physics will explore topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism will be explored.

### **AP PHYSICS 1 (455)**

Grades 11-12 6 Credits

Prerequisite: Physical Science, Physics CPA or Physics Honors; Precalculus

Must meet the level change requirements if entering from the CPA level.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are the big ideas:

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interactions of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

### **FORENSIC SCIENCE CPA (483)**

Grades 11-12 5 credits

Prerequisite: Two years of high school science, although three years are recommended.

This elective course offers an experiential approach to engage students in active learning and emphasizes the application of biology, chemistry, physics, and earth science content as each applies to forensic science. During the course of the school year, students will study various aspects of crime-scenes, doing their own investigations, observations, and evidence collection to make informed conclusions. Topics relevant to this course include: study of hairs, fibers, and textiles, fingerprinting and DNA fingerprinting; blood and blood spatter, toxicology, soil, pollen and spore examination, forensic anthropology, glass evidence, casts and impressions, tool marks, and ballistics.

### **HUMAN ANATOMY AND PHYSIOLOGY CPA (481)**

Grades 11-12 5 Credits

Prerequisite: Physical Science, Biology and Chemistry

This elective course will meet five periods a week. Lab demonstrations will be part of the course. Selected topics covered include Human Organization (cellular morphology and systems of the body), Human Homeostasis (cardiovascular, lymphatic, immune, digestive, respiratory and excretory systems), Human Movement (skeletal and muscular systems), Human Coordination (nervous, sensory and endocrine systems). Topics of interest in the process of science, advances in medical practice and bioethics will be presented for class discussion as appropriate.

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (482)**

Grades 10, 11, 12 6 Credits

Prerequisite: Physical Science and Biology

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The college level material covered in this course will prepare students for the Advanced Placement examination given by the College Entrance Examination Board. This course will follow the syllabus of the College Board.

### **SCIENCE RESEARCH HONORS PROGRAM – UNIVERSITY IN THE HIGH SCHOOL, UNIVERSITY at ALBANY (SUNY)**

This program is a 3-year program that teaches students about the methods of science research by involving them in real scientific study with field mentors and highly trained THS science staff members. Students will start with a literature search to narrow their topic of choice. Students will then find mentors in the research field and design and implement authentic experiments. Two summers of 90 hours of project work with a mentor is required after Sophomore year and Junior year to complete the program. College transcripts and credits from the University at Albany will be awarded for a nominal fee.



**The Requirements of this course as stipulated by the Science Research Program at the University at Albany are as follows:**

Attend all regularly scheduled classes.

Participate at a level appropriate to present year of course, in the school's annual symposium.

Commit to 240 or more hours per school year (September to June) for their research work (this includes class time, assessment meetings, and all out of class time spent on the research).

Summer research carries a commitment of a minimum 90 hours plus assessment time. These hours include full attendance at your local school symposium for each year that you are in the research course.

Maintain a laboratory notebook/journal of all research related work starting at beginning of entry into research course.

Maintain a comprehensive portfolio of all research work.

Present research at all stages of the work, at all available venues and competitions.

Maintain regular, demonstrable contact with a mentor once one is obtained.

Develop quarterly timelines, an end of year abstract, an annual reflection and an assessment of goals.

Lastly, it is mandatory for all students to attend our annual science symposium and present a poster of an article read (first year), or their work to date (second year) or their findings (third year). In addition to the posters, all Seniors will present a PowerPoint talk on their research findings.

**METHODS OF SCIENCE RESEARCH 1 - HONORS (484)**

Grade 10 5 credits

Prerequisite: acceptance of application by science department; can be taken concurrently with other science courses.

Students learn research methodology in the natural and social sciences by accessing scientific databases, by using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and by writing research papers and making presentations at scientific symposia. In this course emphasis is placed upon performing experiments in consultation with mentors. Students are expected to spend at least three hours per week outside of class. Available for year-long course of study only.

**SCIENCE RESEARCH INTERNSHIP 1 (2 credits through SUNY Albany)**

Internship recognition will be provided on a student's transcript

Summer

Students learn research methodology in the natural and social sciences by accessing scientific databases, by using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and by writing research papers and making presentations at scientific symposia. It is expected that the students will have done many of these activities in the prerequisite high school course, and in this course emphasis is placed upon the formulation of hypotheses and initiation of experiments in consultation with mentors. Prerequisite(s): completion of one year of an approved course in science research at the high-school level; permission of instructor. Offered summer session only.

**METHODS OF SCIENCE RESEARCH 2 - HONORS (485)**

(4 credits through SUNY Albany)

Grades 11 – 5 credits

Prerequisite: completion of Methods of Science Research 1 and Science Research Internship I

Students learn research methodology in the natural and social sciences by accessing scientific databases by using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and writing research papers and making presentations at scientific symposia. It is expected that the students will have done many of these activities in the prerequisite high school course, and in this course emphasis is placed upon performing experiments in consultation with mentors. Students are expected to spend at least three hours per week outside of class. Prerequisite(s): completion of one year of an approved course in science research at the high-school level; permission of instructor; available for year-long course of study only.

**SCIENCE RESEARCH INTERNSHIP 2** (2 credits through SUNY Albany)

Internship recognition will be provided on a student's transcript

Summer

Continuation of work undertaken in Science Research Internship I or equivalent with emphasis placed upon the completion of experiments in consultation with mentors. Students will consult with their teachers as necessary, but will not meet in a formal classroom period. Prerequisite(s): satisfactory completion of Science Research Internship I or completion of two years of an approved science research course at the high school level; permission of instructor; offered summer session only.

**METHODS OF SCIENCE RESEARCH 3 - HONORS (486)**

(4 credits through SUNY Albany)

Grades 12 – 5 credits

Prerequisite: completion of Methods of Science Research 1 – Honors, 2 – Honors, and Science Research Internship I

Continuation of work undertaken in Methods of Science Research 2 or equivalent with emphasis placed upon the communication of results. Students are expected to spend at least three hours per week outside of class. Prerequisite(s): satisfactory completion of Methods of Science Research 2 or completion of two years of an approved science research course at the high school level; permission of instructor; students must be enrolled throughout an entire academic year to obtain credit.



## WORLD LANGUAGES

Many colleges and universities expect incoming freshmen to complete several years of world language study. Certain competitive universities expect incoming freshmen to take at least four years of the same world language. Consult college catalogs for specific requirements.

Years of World Language Study				
1 <sup>st</sup> Year <small>(Taken in middle or high school)</small>	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year**
Chinese 1 CPA <i>TMS or THS</i>	Chinese 2 CPA <b>Chinese 2 Honors</b>	Chinese 3 CPA <b>Chinese 3 Honors</b>	Chinese 4 CPA <b>Chinese 4 Honors</b>	<b>Chinese 5 Honors</b> <b>AP Chinese Language and Culture*</b>
French 1 CPA <i>TMS or THS</i> <b>French 1A*</b> <i>THS</i>	French 2 CPA <b>French 2 Honors</b>	French 3 CPA <b>French 3 Honors</b>	French 4 CPA <b>French 4 Honors</b>	<b>French 5 Honors</b> <b>AP French Language and Culture</b>
Italian 1 CPA <i>THS</i>	Italian 2 CPA <b>Italian 2 Honors</b>	Italian 3 CPA <b>Italian 3 Honors</b>	<b>Italian 4 Honors</b> <b>AP Italian Language and Culture*</b>	
Spanish 1 CPA <i>TMS or THS</i>	Spanish 2 CPA <b>Spanish 2 Honors</b>	Spanish 3 CPA <b>Spanish 3 Honors</b>	Spanish 4 CPA <b>Spanish 4 Honors</b>	<b>Spanish 5 Honors</b> <b>AP Spanish Language and Culture</b> <b>AP Spanish Literature*</b> <b>Negocios en el Mundo Hispano*</b>
<b>Spanish 1 CPB</b> <i>THS</i>	<b>Spanish 2 CPB</b>	<b>Spanish 3 CPB</b>		

*\*Subject to enrollment*

*\*\* For students who began language study at TMS or demonstrate requisite proficiency*

## WORLD LANGUAGES

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### THE CURRICULUM

The World Language Department offers a well-articulated sequence of courses for students who started Mandarin Chinese, French or Spanish at Tenafly Middle School and a four-year sequence for those who start a language in ninth grade. The Tenafly Schools offer multiple entry points for World Languages at grades 2, 6, and 9-12. In grades 2-5, students study Spanish. In grade 6, students can choose to continue their study of Spanish or begin the study of French or Mandarin Chinese through grade 8. In grade 9, students have the option to continue their language of study from middle school or begin the study of Mandarin Chinese, French, Italian, or Spanish. Students at any grade level (9-12) may opt to begin the study of a new language, however courses in each language must be taken in sequence and two years of language study is required for graduation at Tenafly High School. Students who study beyond the minimum requirement of 2 years and reach upper level courses may fulfill the 21<sup>st</sup> Century Life Skill requirement as indicated in NJ CCCS 9.1.12.D.1, D.2, and D.3 (See levels 4 and 5 below.)

Students who have completed the World Language sequence at Tenafly Middle School, received at least a "C" grade, and departmental recommendation, may go directly into second year courses, enabling them to complete five years of language study. Middle school world language study is equivalent to one year's study in the high school.

If the World Language and Guidance Departments recommend the Spanish 1-2-3 CPB sequence, the student will cover the equivalent of two years of Spanish in three years.

Honors credit is available in all languages starting with the second year. Students in honors courses follow a rigorous course of study requiring higher performance levels in aural-oral and written work. The preparation of oral and written reports based on original texts and materials is an essential part of the honors program. Technology is integrated into instruction throughout the language program. Many students in honors courses will eventually take the Advanced Placement examination.

In the high school, a minimum grade of "C-" in regular courses is required to move on to the next higher level. To be eligible for Level II Honors courses, a grade of "A-", departmental recommendation and a placement assessment are required. To be eligible for upper Level Honors courses, a minimum grade of "B-" in an "H" course and departmental recommendation, or a grade of "A-" in a CPA class **and** departmental recommendation based on a proficiency assessment are required.

Students who demonstrate mastery of course content and the required written and oral language proficiency may be placed in the appropriate level by the department supervisor.

Students having difficulty with English should develop solid English skills first before studying world languages.

Students are invited to participate in the activities of our world languages clubs, as well as in the national contests sponsored by the Chinese, French, Italian and Spanish Teacher Associations.

Students who are juniors and in their 4<sup>th</sup> year of language study may volunteer to participate in the assessment to achieve **the New Jersey Seal of Biliteracy**. The State Seal of Biliteracy certifies that a high school graduate has demonstrated a linguistic proficiency level of at least Intermediate Mid according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Attainment of the NJ Seal of Biliteracy does not award course credit. It is merely a designation on the transcript.

## **COURSE RECOMMENDATIONS & APPEALS PROCESS**

Please review the Course Recommendations & Appeals Process in this booklet.

### **FIRST YEAR**

<b>CHINESE 1 CPA</b>	<b>(490)</b>
<b>FRENCH 1 CPA</b>	<b>(502)</b>
<b>FRENCH 1A*</b>	<b>(501)</b>
<b>ITALIAN 1 CPA</b>	<b>(533)</b>
<b>SPANISH 1 CPA</b>	<b>(532)</b>

Grades 9-12 5 Credits  
Prerequisite: None

Each of the four level 1 world languages courses will give the students the elements of understanding, speaking, reading, and writing the language.

Students will have intensive practice in listening-comprehension, speaking, reading, and writing the language. They will learn basic structure and gain considerable practical vocabulary. Students will engage in interpersonal, interpretive, and presentational, communicative tasks as they become familiar with basic elements of the target culture.

#### **SPANISH 1 CPB (531)**

Grades 9-12 5 Credits

Prerequisite: Department and Guidance recommendation

In the course sequence (levels 1-3) students will cover the equivalent of two years of Spanish in three years. This course is geared to the ability level of carefully selected students. Emphasis will be on the development of understanding, speaking, reading, and writing Spanish. Essential aspects of grammar will be presented and applied. Vocabulary will be enriched through dialogues and readings. The use of authentic audio recordings and other technological aids will add relevancy to regular class-work.

#### **FRENCH 1 Advanced (501)**

5 Credits

Prerequisite: Beginning French 8 at TMS or demonstration of previous successful language acquisition

French 1A is a course designed for students who begin their study of the French language and culture at Tenafly High School or who have completed one year of French instruction at Tenafly Middle School. Within the 1A course, students acquire language skills focusing on the three modes of communication: interpersonal, presentational, and interpretive. Students also explore the cultural practices, products, and perspectives of the Francophone culture. Acquiring language at an accelerated pace, students in French 1A have the opportunity to advance to the highest level in the French sequence, French 5H, in four years. Students' placement in subsequent courses is based upon proficiency assessment.

### **SECOND YEAR**

<b>CHINESE 2 CPA</b>	<b>(493)</b>
<b>CHINESE 2 HONORS</b>	<b>(494)</b>
<b>FRENCH 2 CPA</b>	<b>(503)</b>
<b>FRENCH 2 HONORS</b>	<b>(506)</b>
<b>ITALIAN 2 CPA</b>	<b>(534)</b>
<b>ITALIAN 2 HONORS</b>	<b>(535)</b>
<b>SPANISH 2 CPA</b>	<b>(542)</b>

**SPANISH 2 HONORS****(546)**

Grades 9-12 5 Credits

Prerequisite: One year of the language and criteria listed in the World Language curriculum

The level 2 curriculum provides intensive practice in listening and speaking. Students review structure and vocabulary, and learn new patterns, words, and phrases through dialogues and reading selections. In phase two of this course, students will read longer passages of more difficult materials, and will learn to write short paragraphs. Classes will be conducted mainly in the target language. As students engage in interpersonal, interpretive, and presentational communicative tasks, they will explore various aspects of the target culture.

**SPANISH 2 CPB (541)**

Grades 10-12 5 Credits

Prerequisites: Spanish 1 CPB plus Department recommendation

This course is geared to the ability level of carefully selected students. Emphasis will be on understanding, speaking, reading, and writing Spanish. Essential aspects of grammar will be presented and applied. Vocabulary will be enriched through dialogues and readings. The use of digital recordings and other audio-visual aids will add relevancy to regular class work.

**THIRD YEAR****CHINESE 3 CPA (495)****CHINESE 3 HONORS (496)****FRENCH 3 CPA (512)****FRENCH 3 HONORS (516)****ITALIAN 3 CPA (536)****ITALIAN 3 HONORS (537)****SPANISH 3 CPA (552)****SPANISH 3 HONORS (556)**

Grades 10-12 5 Credits

Prerequisite: Two years of the language and criteria listed in the World Languages curriculum

This course provides students with vocabulary enrichment and intensive practice in basic skills and advanced grammar. Oral reports, discussions, and reading of short stories will reinforce vocabulary and structure. Supplementary readings will increase knowledge of the target culture.

In phase two of this course, students will be introduced to popular literary forms. They will write paragraphs and short compositions, while continuing work on their listening and speaking skills. Honors students will read more extensively.

**SPANISH 3 CPB (551)**

Grades 10-12 5 Credits

Prerequisites: Spanish 2 CPB plus Department recommendation

This course is geared to the ability level of selected students, who will develop understanding, speaking, reading and writing skills in Spanish. Students will learn essential grammar and enrich their vocabulary through dialogues and readings. The use of authentic audio recordings and other technological aids will enrich class work.

## **FOURTH YEAR (All courses meet the 21<sup>st</sup> Century Life Skills Standards 9.1.12. D1,D2,D3)**

### **CHINESE 4 CPA (497)**

Grades 11-12 5 Credits

Prerequisite: Three years of Chinese and Criteria listed in the World Languages Curriculum

Participation in this course will allow students to gain a greater understanding of the Chinese speaking world. As students acquire more characters to facilitate their listening, speaking, reading, and writing skills, they will explore the linguistic variations and cultural products, practices, and perspectives of the target culture.

### **CHINESE 4 HONORS (498)**

Grades 11-12 5 Credits

Prerequisite: Three years of Chinese and criteria listed in the World Languages curriculum

In addition to advanced oral practice, students will gain a greater understanding of the Chinese speaking world through the acquisition of characters to develop their listening, speaking, reading, and writing skills. Students in this course will explore the cultural products, practices, and perspectives of the target culture as they use the language more expansively. This course is designed for students to master the skills that are required to move on to more advanced courses.

### **FRENCH 4 CPA (522)**

Grades 11-12 5 Credits

Prerequisite: Three years of French and criteria listed in the World Languages curriculum

Participation in this course will give students oral practice in everyday situations and increase their command of the language. Intensive use of French will improve reading, writing, speaking, and listening skills. Students will review grammatical and syntactical structures.

### **FRENCH 4 HONORS (526)**

Grades 11-12 5 Credits

Prerequisites: Three years of French and criteria listed in the World Languages curriculum

In addition to advanced oral practice in everyday situations, students will gain a greater awareness and appreciation of modern French literature and other key aspects of French culture. Students will read short selections from contemporary French writers and several modern plays or novels. They will refine their skills in written French through paragraph and essay writing, stylistic analysis, and further work on grammar and construction.

##Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.

### **ITALIAN 4 HONORS (538)**

Grade 12 5 Credits

Prerequisite: Three years of Italian and criteria listed in the World Languages curriculum

In addition to advanced oral practice in everyday situations, students will have the opportunity to gain a greater insight into the Italian culture and its connections to other cultures of the world. Students will improve their proficiency in all essential areas of language learning: reading, listening, writing and speaking. Both traditional and contemporary authentic texts will be used to analyze style and expression. Students will gain enduring understandings through the examination of relevant themes.

##Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.

**AP ITALIAN LANGUAGE AND CULTURE (540)\***

5 Credits

Prerequisites: Three years of Italian and criteria listed in the World Language curriculum

The AP Italian Language and Culture course is the highest level culminating course in the Italian language and culture sequence at Tenafly High School. It is designed to be comparable to a fourth semester college/university course. In this course, students will continue to develop proficiency according to the ACTFL proficiency guidelines, aiming for intermediate mid-high proficiency levels in the three modes of communication: interpersonal, interpretive, and presentational in order to communicate with native speakers of Italian. In addition to communication, students will examine the cultural products, practices, and perspectives of the Italian culture. Authentic sources such as films, literature, audio recordings, the internet, newspapers, and magazines will be incorporated into the course to enrich the target language experience. Students enrolled in Advanced Placement Italian are required to take the Advanced Placement Italian exam in May.

*\*Subject to enrollment*

**SPANISH 4 CPA (561)**

Grades 11-12 5 Credits

Prerequisite: Three years of Spanish and criteria listed in the World Languages curriculum.

Through reading, writing paragraphs, and class discussions, students will continue to improve language skills. They will study fine points of grammar and will read prose. Special consideration will be given to the contemporary Spanish and Latin American scene.

**SPANISH 4 HONORS (566)**

Grades 11-12 5 Credits

Prerequisites: Three years of Spanish and criteria listed in the World Languages curriculum.

In addition to improving language skills, students will read and discuss selections from representative Spanish and Spanish-American authors. Stylistic analysis and writing will be emphasized in conjunction with the reading of prose.

**FIFTH YEAR (All courses meet the 21<sup>st</sup> Century Life Skills Standards 9.1.12.D1,D2,D3)**

**CHINESE 5 HONORS (499)\***

Grade 12 5 Credits

Prerequisites: Four years of Chinese and criteria listed in the World Languages curriculum.

Students in this course will continue the development of oral and written skills across the three modes of communication: interpretive, interpersonal, and presentational. The cultural products, practices, and perspectives of the target culture will be integrated throughout communicative interaction as students discuss global events in the target language. Further emphasis will be placed on character writing and expression.

*\*Subject to enrollment.*



### **AP CHINESE LANGUAGE AND CULTURE (500)\***

Grade 12 5 Credits

Prerequisites: Four years of Chinese and criteria listed in the World Languages curriculum

The AP Chinese Language and Culture course is the culminating course in the Chinese language and culture sequence at Tenafly High School. It is designed to be comparable to a fourth semester college/university course in Mandarin Chinese at which students complete approximately 250 hours of college-level classroom instruction. In this course, students will continue to develop proficiency according to the ACTFL proficiency guidelines, aiming for Intermediate to pre-Advanced proficiency in the three modes of communication: interpretive, interpersonal, and presentational in order to speak with native speakers of Chinese. In addition to communication, students will examine the cultural products, practices, and perspectives of the target culture. Authentic sources such as films, literature, audio recordings, the internet, newspapers and magazines will be incorporated into the course to enrich the target language experience. Students who participate in this course are expected to take the AP Chinese test at the end of the course.

*\*Subject to enrollment.*

### **FRENCH 5 HONORS (529)**

Grade 12 5 Credits

Prerequisites: Four years of French and criteria listed in the World Languages curriculum.

Through study and discussion of short texts, students will examine various aspects of French civilization in its schools, universities, arts, and press. Extensive vocabulary development and review of structural difficulties will constitute an integral part of this course.

Students will pursue proficiency in written and spoken French through exercises, discussions, and structural study. Also, in order to increase oral proficiency, students will record short selections in the digital language lab.

##Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.

### **AP FRENCH LANGUAGE AND CULTURE (528)**

Grade 12 5 Credits

Prerequisites: Four years of French and criteria listed in the World Languages curriculum.

Through study and discussion of literary texts, students will examine various aspects of French civilization. Students will be expected to study and evaluate at least one full-length work (novel or play) of contemporary French literature. Short stories and excerpts from the classics will also be assigned. Extensive vocabulary development, essay-writing, and grammatical analysis will contribute an integral part of this course.

Oral recitation is required in class. The course also includes frequent listening comprehension practice in the language lab. Also, students will focus on interpersonal, interpretive, and presentational communicative tasks in the digital language lab to prepare for the Advanced Placement examination given in May. Students enrolled in Advanced Placement French are required to take the Advanced Placement French exam in May.

##Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.

### **SPANISH 5 HONORS (569)**

Grade 12 5 Credits

Prerequisites: Four years of Spanish and criteria listed in the World Languages curriculum.

Students in this course will continue the development of oral and written skills. Students will converse in Spanish, discuss current events, and study Spanish cultural topics.

The curriculum emphasizes conversation, class discussions, essay writing, and grammar review.

##Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.

### **AP SPANISH LANGUAGE AND CULTURE (570)**

Grade 12 5 Credits

Prerequisites: Four years of Spanish and criteria listed in the World Languages curriculum.

Students in this course will continue the development of oral and written skills. Students will converse in Spanish, discuss current events, and study Spanish cultural topics. Students' focus will be on a variety of thematic units that cover Spain and Latin America. Students will analyze authentic texts and media sources in class and will critique them via the essay format and oral presentation. Also, students will focus on interpersonal, interpretive, and presentational communicative tasks in the digital language lab to prepare for the Advanced Placement examination in May.

In the second half of the year the focus will be on formal and informal presentational speaking and writing, along with interpretive listening, and grammar review for proficiency. There will be more emphasis on Advanced Placement lab work to perfect oral and listening skills. Students enrolled in Advanced Placement Spanish are required to take the Advanced Placement Spanish exam in May.

### **AP SPANISH LITERATURE (571)**

Grade 12 5 Credits

Prerequisites: Four years of Spanish and criteria listed in the World Languages curriculum

Students in this course will examine representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature in a thematic approach. Students develop proficiencies across the communicative modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). Students enrolled in AP Spanish Literature are required to take the Advanced Placement Spanish Literature exam in May.

[<http://media.collegeboard.com/digitalServices/pdf/ap/13b-7589-AP-Spanish-Literature-and-Culture-ADA-v0.1.pdf>

*\*Subject to enrollment*

### **NEGOCIOS EN EL MUNDO LATINO (572)**

Grades 11, 12 5 Credits

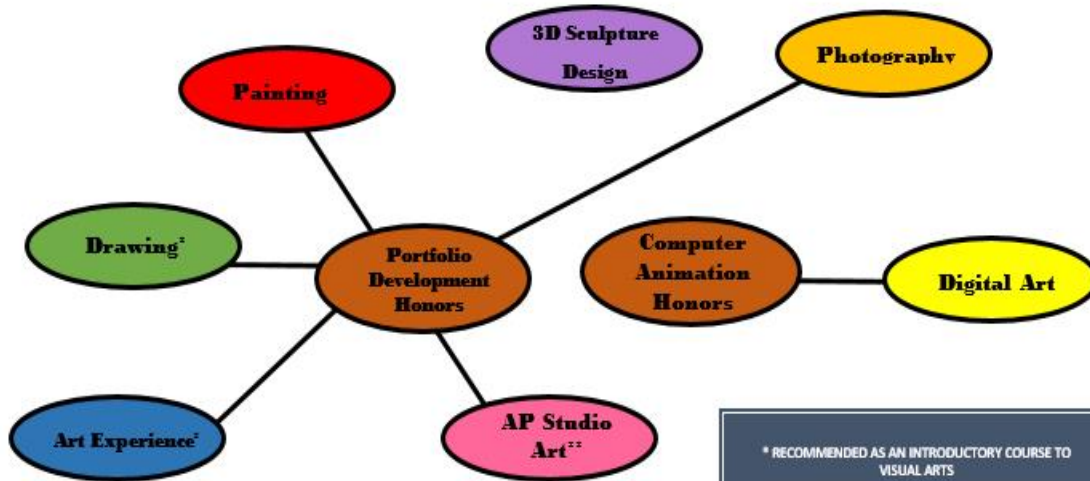
Prerequisites: Three years of Spanish or demonstrated level of proficiency for the course

This course will be taught in the target language of Spanish. Students in this course will gain a greater view of the business world in Latin America and Spain. Students will be prepared to interact in relevant situations that occur in everyday situations in the Spanish-speaking business world. The course will be divided into global thematic units and students will have the opportunity to study landmark case studies and prepare marketing tools and create business proposals among other cooperative learning experiences.

*\*Subject to faculty availability and enrollment.*



**Tenafly High School**  
*Visual Arts Department*



\* RECOMMENDED AS AN INTRODUCTORY COURSE TO VISUAL ARTS  
\*\* AP STUDIO ART REQUIRES TWO YEARS OF ANY COURSE IN ART

**ART DEPARTMENT**  
**(All art courses satisfy the Fine Arts requirement)**

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**THE ART EXPERIENCE CPA (615)**

Grades 9-12 5 Credits

Prerequisite: None

This is a foundation course designed to introduce students to different art disciplines such as drawing, painting, 3-D design, printmaking, book arts, and graphic design. Through the many hands-on projects students will learn art making techniques and develop creative and innovative thinking. Relevant art history and critiquing will also be covered.

**DIGITAL ART CPA (620)**

Grades 9-12 5 Credits

Prerequisite: None

In this course, students will learn the intricacies of Adobe Photoshop, Illustrator and Audition CS6, as they develop a understanding of composition and color through physical as well as aesthetical exploration of image development. Students will explore shape and form through vector illustration and drawing, and will have hands on experience with both digital media and photography. Through a series of structured class assignments, students will learn digital photo retouching and compositing, digital photography, vector and traditional illustration, color and composition.

**PAINTING CPA (623)**

Grade 9 – 12 5 Credits

Prerequisite: None

This class emphasizes developing awareness of the fundamental technique of painting. It includes the study of color theory and different painting techniques. This is accomplished by learning about how to paint still-lives, abstracts, landscapes and portraiture.

**DRAWING CPA (624)**

Grade 9-12 5 Credits

Prerequisites: None

This course is designed to provide the student with the opportunity to discover their potential drawing skills. Students will have the chance to draw and sketch intensely in two-dimensional media such as pencil, charcoal, pen and ink, and colored pencils.

The course will expand on basic principles, materials, tools, and drawing techniques. Students will be presented with a variety of lessons exploring the elements of drawing such as: tone, value, texture, shape, volume, direction and movement, scale, rhythm and color. In addition, students will gain awareness of aesthetics, historical, social, and cultural influences and learn the process of critique. A sketchbook will be maintained as part of the course requirements.

**THREE-DIMENSIONAL DESIGN CPA (629)**

Grades 9-12 5 Credits

Prerequisite: None

This is a hands-on studio course where students will explore a variety of materials to create 3-Dimensional art objects. Through these projects, students will develop their creativity and innovative thinking skills.

Historic and contemporary trends in three-dimensional art will also be covered. In the first semester, this class will focus on sculpture, including techniques of assemblage, molding and carving. Materials such as paper maché, plaster of Paris, air-dry clay and recycled materials will be used to create sculptures. Book arts and fiber arts will be the focus of the second semester. Materials such as paper, cardboard, fabric and yarn will be used to create soft sculpture and sculptural books. Techniques such as block printing and book binding will be explored.

### **PHOTOGRAPHY CPA (622)**

Grades 9-12 5 Credits

Prerequisite: None

This course is designed to provide students with an introduction to photographic composition, digital photography and digital image editing with an emphasis on producing prints of exhibition quality. Students will review the history of photography and explore the works of master photographers both past and present to learn important lessons that can be applied to their own image making. Students will experiment with lighting and subject in a variety of indoor and outdoor assignments. The course will introduce students to nature photography, portraiture, studio photography, photo journalism and fashion photography. The final project for the course will be a digital portfolio.

### **COMPUTER ANIMATION HONORS (633)**

Prerequisites: Successful completion of DIGITAL ART CPA (620) with a final grade no lower than A-, or the permission of the instructor.

Computer Animation Honors students will learn the process of animation in Adobe After Effects as well as with traditional non digital methods. Students will learn about character development, storyboarding, timing, and audio editing. The history of animation will also be explored.

### **ART PORTFOLIO HONORS (642)** Grades: 10-12 5 Credits

Prerequisites: Successful completion

Grade 11-12 5 Credits

Prerequisites: Two years of art courses or permission of the instructor.

This course is designed for students who are considering studying art on the college level or are interested in pursuing a career in an art-related field. It also prepares students for submitting portfolios to the AP Studio Arts Program in their senior year.

### **AP STUDIO ART – HONORS (643)**

Grade 12 5 Credits

Prerequisite: Permission of the instructor.

The purpose of this class is to offer students a challenging curriculum in preparation for college or a career in an art-related field.

Students enrolled in Advanced Placement Studio Art – Advanced Honors are required to take the Advanced Placement Studio Art exam in May.

### **AP ART HISTORY (644)**

Recommended for grade 11 or 12 5 Credits

Prerequisites: None

The course covers art from the Paleolithic period through postmodernism and is designed to provide students with the same material covered in an introductory college course in art history. Students gain knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and present and from a variety of European and non-European cultures. In this course students engage in both visual and historical study about art and its contexts. Students develop an understanding of artworks in their context considering issues of patronage, gender, politics, religion and ethnicity. Attention is given to the interpretation of a work of art based upon its intended use, audience and the role of both the artist and work of art in a particular society.

## COMMUNICATION ARTS

**(All Communication Arts courses satisfy the Fine Arts requirement except for Stagecraft Design/Production (675) and Media/Television/Video Production CPA – MTV 1 (676))**

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### **MEDIA/TELEVISION/VIDEO PRODUCTION CPA – MTV 1 (676)**

Grades 9-12 5 Credits

Prerequisite: None

Media/Television/Video Production explores the fascinating world of digital media, video and television production. Students learn on professional equipment found in industry. Students also gain experience with industry standard video editing equipment and software working in collaborative teams to produce video projects, while learning the basics of studio and field production. Students will also work as crewmembers for in-studio and on location shoots. Students experience hands-on experience and working together as a unit! Classes also produce a news program seen in the school and throughout the community via the school's Internet and cable access television channel. By writing, editing, and producing digital video, students develop and demonstrate creative skills in technological literacy, critical thinking and problem solving - skills that will serve them well as they move on. MTV is highly recommended for students with an interest in communication or media related careers.

### **MEDIA/TELEVISION/VIDEO PRODUCTION HONORS MTV II, III, IV (677, 678, 679)**

Grades 9-12 5 Credits

Prerequisite: MTV 2 or teacher recommendation

This high level course is designed to give students a hands-on experience with producing a school news magazine show for broadcast to all of THS. Students will work in groups and crews and collaborate on several projects throughout the year. Most projects will be geared to the field of broadcast journalism, but students may concentrate on specific areas of interest such as videography, video editing, audio mixing, directing, producing, special effects, voice talent, on-camera talent, and camera operation. They may also work on long term projects, such as The Senior Video Yearbook, Tiger Sports Shows or other approved projects. Students will create a portfolio of work.

## **PUBLIC SPEAKING**

### **PUBLIC SPEAKING 1 CPA (630)**

Grades 9-12 5 Credits

Prerequisite: None

This course presents the fundamentals of speech and effective speaking techniques for use in public situations. Students are taught to prepare two original speeches, informative, and a persuasive speech. Emphasis is placed on gaining confidence and composure in front of large groups. Students are shown a variety of important and famous speeches from politicians, athletes, and entertainers. A significant part of the course is devoted to college interviews, how to give a great interview, how to prepare, and what to expect. This course also enhances the student's understanding of the spoken word and the many different ways in which it functions. The speech skills required to express ideas and feelings with composure, confidence, clarity and conviction.

**PUBLIC SPEAKING 2 HONORS (632)**

Grades 10-12 5 Credits

Prerequisite: Public Speaking 1 CPA

This course will continue to build on key concepts and presentation techniques from Public Speaking CPA, yet be more intense and rigorous in the performance and presentation assessments. Guest speakers and other professionals will be brought in to provide feedback for interviews and speech presentations.

**ACTING 1 CPA (634)**

Grades 9-12 5 Credits

Prerequisite: None

This program introduces acting techniques with the major emphasis on body and voice. Through the use of original monologues the students will learn how to create their characters from the ground up. Students will study Stella Adler and Konstantin Stanislavski, and learn how to take their ideas and create truthfulness on the stage. The activities of the course will include exercise, theater games, improvisation, sense training, and vocal drills. Students will watch and break down performances of some of the world's greatest film and theatrical actors. Students will also learn how to analyze a play for performance through scene study and rehearsal with the major emphasis on characterization and stylistic interpretation. Students will be put into pairs and groups and have the chance to rehearse and perform two scenes from some of America's greatest playwrights.

**ACTING 2 HONORS (636)**

Grades 9-12 5 credits

Prerequisite: Introduction to Acting and Scene Study

Students will continue to apply the skills they learned in Introduction to Acting and Scene Study, yet concentrates on a more in depth focus on various performance styles. Students will focus on performing scenes from various genres of theatre including, but not limited to, Greek Tragedy, Roman Theatre, Commedia dell'Arte and British Farce. Students will explore Improv as a tool to create scenes, monologues and characters. Students are exposed to theater history through scene and monologue work, with an intense and inspiring Shakespeare Scene Unit. Students also write their own scenes and direct them at the end of the year for a class production.



# MUSIC DEPARTMENT

<b>Music Courses</b>		
Music Theory and Ear Training CPA	AP Music Theory	Digital Music Production CPA
<b>Instrumental Music</b>		
Band 1 – 4 CPA	Honors Band 1 - 4	
Orchestra CPA/Advanced	Philharmonic Orchestra Honors	
Guitar 1 CPA	Guitar 2 CPA	
<b>Vocal Music</b>		
Concert Choir CPA/Advanced	Select Choir Honors SATB and SSA	
<b>Other Performing Groups</b>		
Chamber Music Club	Color Guard	Jazz Band
Madrigal Singers	A Capella Club	Spring Musical

## MUSIC

**All music courses satisfy the Fine Arts requirement**

**In special circumstances music courses may be taken as a semester course with prior administrator approval.**

### **PROJECT ACCELERATION – SETON HALL UNIVERSITY**

Project Acceleration is a concurrent enrollment program within the College of Arts and Sciences at Seton Hall University. This program allows high school students in New Jersey to get a head start on their university careers. Students who enroll in these approved courses can earn credits from Seton Hall University. For more information please visit: <http://www.shu.edu/academics/artsci/project-acceleration/>

### **MUSIC THEORY AND EAR TRAINING CPA (661) (offered in alternate years with AP Music Theory)**

Grades 9-12 5 Credits

Prerequisite: Department recommendation

This course is an introduction to music theory and composition, with an emphasis on aural skills. Students will learn notation, musical symbols, pitch and rhythmic patterns, and some harmony. Students will be given the opportunity to write their own musical compositions.

### **AP MUSIC THEORY (663)**

Grades 9-12

Prerequisite: Department recommendation

Students study triad qualities, functions and voice leading as well as modulation, dominant 7<sup>th</sup> chords, secondary dominants and diminished chords. The second half of the year focuses on counterpoint. Ear-training and chord discrimination is an integral part of the course.

Students enrolled in Advanced Placement Music Theory are required to take the Advanced Placement Music Theory Examination in May.

### **DIGITAL MUSIC PRODUCTION CPA (660)**

Grades 9-12 5 Credits

Prerequisite: None

Digital Music Production exposes students to introductory basic music production concepts through the use of digital audio and multi-media applications. Sound Systems, Recording Techniques, MIDI, GarageBand, iMovie, and ProTools are some of the topics covered. In addition, radio commercials, the Art of Foley, podcasting, film scoring and even web design are studied through real world applications. Students will explore different ways to create, perform, and respond to music through the use of technology. Students will engage in innovative, collaborative projects in which they produce music representing different cultural perspectives and across various digital mediums. This course is designed for musicians and non-musicians alike.

### **INSTRUMENTAL MUSIC**

#### **BAND 1 – 4 CPA (670)**

Grades 9-12 5 Credits

Prerequisite: Department recommendation

The band class prepares the student musician with the skills necessary to perform the various requirements of high school band literature. It is open to any student who plays a woodwind, brass or percussion instrument. The band class will develop skills to proceed to advanced band, and provides music for a winter and spring concert as well as some school assemblies and civic events.

### **HONORS BAND 1 – 4 (670)**

Grades 9-12 5 credits

Prerequisite: Department Recommendation and audition

The honors band class prepares the student musician for the requirements of college band literature and includes a marching band requirement. Students selected are required to attend a week long summer band camp on site at THS in August prior to the school year. The difficulty of music and materials are at college level, solo performance opportunities are required and music memorization is extensive. Leadership track students (drum majors and section leaders) will conduct the band at times and lead sectional rehearsals. The honors band will provide music for school assemblies, football games and civic events. Additional rehearsals may be called as necessary.

### **SYMPHONY ORCHESTRA CPA/ADVANCED (664/664A)**

Grades 9-12 5 Credits

Prerequisite: Department recommendation for CPA level, Audition for Advanced level (Limited openings for woodwinds by audition only)

The orchestra offers the instrumentalist experience with major forms of music and the opportunity to share musical experiences in numerous performance situations. As an integral part of the course, students will analyze each major work played. The orchestra is composed of students who have the ability to play string and woodwind (flute, oboe, clarinet, bassoon, horn) instruments. [Symphony Orchestra performs in the two annual concerts, Winter and Spring](#). It is not necessary for students to audition to participate in orchestra at the CPA level. Students may audition for advanced level status, and be placed in either [Symphony](#) or [Philharmonic](#), depending on audition score. Advanced level students in this class will be assessed to a higher standard rubric than CPA level students.

### **PHILHARMONIC ORCHESTRA HONORS (665)**

Grades 9 – 12 5 Credits

Prerequisite: Department recommendation and audition

This class prepares the student musician for the requirements of advanced and college level orchestral literature and includes participation in the annual Madrigal Festival and Spring Musical orchestras in addition to the Winter and Spring concerts. The difficulty of music and materials are at a collegiate or post-collegiate level. Additional rehearsals may be called as necessary. The orchestra offers the instrumentalist experience with major forms of music and the opportunity to share musical experiences in numerous performance situations. As an integral part of the course, students will analyze each major work played

### **GUITAR LEVEL 1 CPA (684)**

Grades: 9-12 5 Credits

Prerequisite: None

This course is designed for any student new to the guitar who wishes to develop his or her understanding of the fundamentals of note reading, rhythm and guitar technique. No previous musical experience is necessary. Students will be required to provide their own six-string classical guitar, tuner, and footstool. Other musical materials will be provided by the school. Class size limited to 15.

## **GUITAR, LEVEL II CPA (685)**

Grades 9-12 5 Credits

Prerequisite: Completion of Guitar I or a basic understanding of guitar technique and reading

This course will continue examining the technical aspects of guitar as begun in level I. Students will read music in basic notation as well as continuing the study of chords and symbols. Music of the Renaissance, Baroque, Classical, Romantic and Modern periods will be studied. This course is open to all students who have successfully completed the level I course. Other interested students with a reading knowledge of music may enter the class with the instructor's permission.

## **PERCUSSION WORLD CPA (650)**

Grades 9-12 5 Credits

Prerequisite: None

This course is for students who *march to their own drum!* Students will journey through the world of percussion and its accompanying culture. Students will explore the history of percussion, master a variety of techniques on battery and melodic percussion instruments, and learn about related careers in music. Students will have an opportunity to design their own unique percussion instruments to support original, innovative beats. This course will move ya', shake ya', and leave ya' wanting for more. Bring your rhythm and creativity...or come find it.

## **VOCAL MUSIC**

### **CONCERT CHOIR CPA/ADVANCED (654A)**

Grades 9-12 5 Credits

Prerequisite: No prerequisite for CPA level, Audition for Advanced level. All freshmen choir students at either CPA or Advanced level are required to take this class.

The Concert Choir performs all types of music from lighter pieces to major works for chorus and for chorus and orchestra. Students will learn proper vocal technique and the performance practices and historical significance of works they sing. Works will be performed in the language in which they were written. The Concert Choir performs in the Winter and Spring concerts. Advanced level students in this class will be assessed to a higher standard rubric than CPA level students.

### **SATB SELECT CHOIR HONORS (655)**

Grades 9-12 5 credits

Prerequisite: By audition only.

The **honors** choir class prepares the student musicians for the requirements of advanced and college-level literature. The difficulty of music and materials are at a collegiate and post-collegiate level. All music is memorized for the performances. Works will be performed in the language in which they were written. The Select Choir performs in the Winter and Spring concerts, and the Madrigal Dinner.

### **SSA SELECT CHOIR HONORS (658)**

Grades 9-12 5 credits

Prerequisite: By audition only.

The **honors** choir class prepares the student musicians for the requirements of advanced and college-level literature. The difficulty of music and materials are at a collegiate and post-collegiate level. All music is memorized for the performances. Works will be performed in the language in which they were written. The Select Choir performs in the Winter and Spring concerts, and the Madrigal Dinner.

## **OTHER PERFORMING GROUPS**

Interested students who are already taking a music course, or have the consent of the instructor, may join these groups. No credit is offered, but the course appears on the student's permanent record.

MADRIGAL SINGERS  
THEATER ORCHESTRA  
A CAPPELLA CLUB  
COLOR GUARD  
SPRING MUSICAL

## STAGECRAFT DESIGN/PRODUCTION

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### **STAGECRAFT DESIGN/PRODUCTION I CPA (673)**

Grades 9-12 5 Credits

Prerequisite: None

Stagecraft is a class designed to teach creativity and problem solving in technical theatre and life by integrating various arts and media into theatrical productions. This is a hands-on course where the students, both novice and experienced, will learn and demonstrate a practical approach to the technical and production aspects of theatrical production. Students will learn the skills needed to construct scenery, hang and focus lighting instruments, implement a sound system for effects and reinforcement, and scenic artistry – all in a variety of techniques. Students are trained in the usage of tools, lumber, paint, lights, microphones, etc. Upon the successful completion of Stagecraft, students will exit having gained skills, knowledge and enduring understandings that will benefit them for the rest of their lives, regardless of whether they pursue a career in theatre. Whether they are called on to express abstract ideas in a political forum, build bookshelves for a new home, paint walls for Habitat for Humanity, or get the lighting just right in a room in your home. Stagecraft will provide skills and knowledge that will continue to answer daily needs far into their futures.

### **STAGECRAFT DESIGN/PRODUCTION HONORS II, III, IV (674, 675)**

Grades 9-12 5 Credits

Prerequisite: Stagecraft Design/Production Advanced

This pinnacle course in the sequence of Stagecraft Design/Production is designed for students who want to advance their studies of Stagecraft to the next level. Many Honors students take on leadership roles in the creation and realization of the designs for our major musical and theatre productions during the year. Students will be given the opportunity to serve as Chief Designers, Carpenters, Electricians, Scenic Artists, Audio Engineers, and Stage Managers. Emphasis in this course is placed on leadership, creativity, and collaborative efforts to produce high quality works of art. Students will study and analyze materials to determine how audio, music, video, scenery, lighting, and sound effects can drive the production.

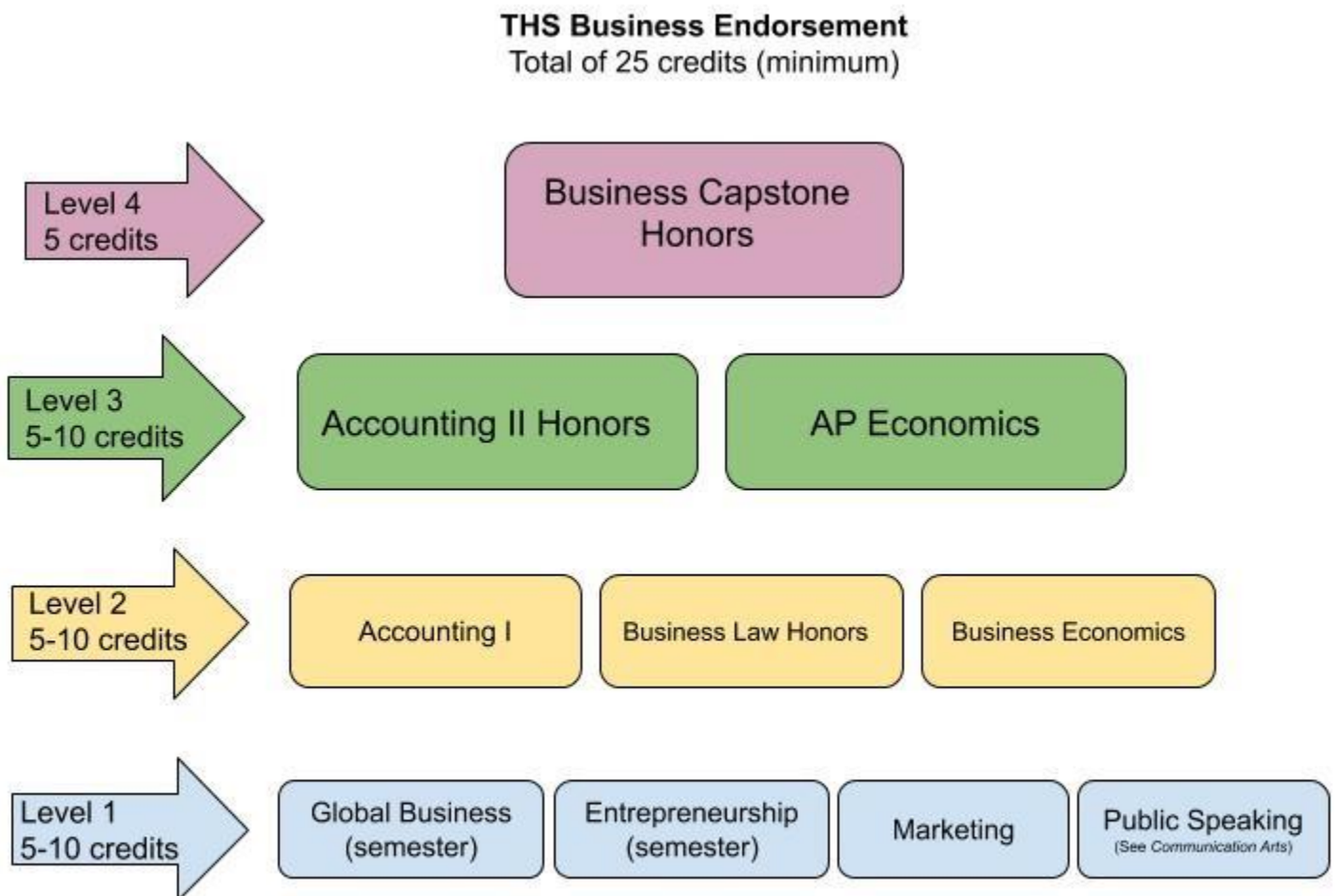
## BUSINESS DEPARTMENT

**Graduation requirement: 2.5 credits in Personal Financial Literacy or the equivalent**

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No matter one's future plans, THS Business Education courses help students develop an understanding of basic business principles in areas that include accounting, marketing, finance and/or economics, while also developing students' leadership, teamwork and public speaking skills. Our course offerings are designed for students who are interested in post-secondary business studies, as well as for those who plan to open their own businesses or who want to gain a foundation in practical business-related knowledge and skills. Business courses help all students to become financially sound, and fiscally responsible, and to develop an understanding of today's complex global marketplace.

Students who complete a sequence of courses earn the *THS Business Endorsement*, noted on their transcript upon graduation. In order to receive the endorsement, students must complete a minimum of 25 credits in business or business-related courses at each of three levels during their four years at Tenafly High School:



**PERSONAL FINANCIAL LITERACY CPA (711)**

Grades 9 -12 2.5 Credits *This course fulfills the PFL requirement for the State of NJ.*

Semester

Prerequisite: None

This course provides an introduction to personal money management. Included will be a study of the application of banking/checking, credit, investments, personal financial records, taxes, insurance, and basic consumer values. The class will participate in a final performance based assessment that encompasses all of the savings and investing strategies learned in the course.

**ACCOUNTING 1 CPA (714)**

Grades 10-12 5 Credits

Prerequisite: None

This course is designed for students planning to enter the business world. Students will be introduced to accounting procedures and be prepared to keep complete records for a business firm. They will gain an understanding of the relationship of various records to the entire accounting system. Students will also gain an understanding of, and practical experience working with, the accounting cycle in its simplest form. They will work with source documents, journals, ledgers, work sheets, and financial statements. A workbook will be used for practical application of these accounting principles.

Additional areas such as personal and corporate, combination journal, checking accounts, petty cash, payroll records, and special transactions involving fixed assets and bad debts will be covered. Students will use a workbook for practical application of principles. They will complete an entire business simulation set involving all aspects of the accounting cycle.

**ACCOUNTING 2 HONORS (716)**

Grades 11-12 5 Credits

Prerequisite: Accounting 1

This course is especially designed for students who are preparing to take positions in the business field, or for those who plan to enter college and major in accounting, finance, marketing, management, investing or some other aspect of business administration. Students will explore advanced concepts and specialized accounting procedures. They will receive a short review of the accounting procedures and principles studied in the previous semesters. Additional areas covered include departmental and payroll accounting, updating accounts by adjustment, and partnership accounting. A digital workbook will be used for practical applications of principles.

Additionally, students explore corporate accounting procedures, automated accounting systems, cost accounting, inventory control, vouchers, and taxes. They will learn to prepare, analyze, and interpret financial statements and see how these statements affect business decisions. Two business simulation sets are used for corporate and cost accounting. The use of computerized accounting procedures will be emphasized.

**BUSINESS LAW HONORS (718)**

Grades 10-12 5 Credits

Prerequisite: PFL (711)

Students will study the foundations of our legal system in the United States and how it has evolved into what it is today. Case, statutory, and administrative law will be emphasized in both the civil and criminal realms. Elements of contracts, torts, the rights and responsibilities of minors, the jury system and the structure of our federal, state and local court systems are discussed heavily. Mediation and arbitration will



be demonstrated in a unit on alternative dispute resolution. Advanced topics including, the Statute of Frauds, transfer and discharge of obligations, contractual aspects of marriage and divorce, the law of sales, property law (including real and personal property), bailments, wills, trusts and estates will be covered. Throughout the course, students will engage in mock trials, case review, debates and have discussions on current legal topics and ethics.

### **BUSINESS ECONOMICS CPA (720)**

Grades 10-12 5 Credits

Prerequisite: None

This course will concentrate on economic theory which will help students understand global economic systems. Economic principles studied will help students gain the market advantage that economic insight provides. Case studies and graphs will be implemented to further demonstrate economic concepts and theories. Students will be introduced to national financial topics such as gross domestic product; unemployment; supply and demand; economic choices; inflation; the money supply and fiscal policies.

### **AP MACROECONOMICS (728)**

Grades 11-12 5 Credits

Prerequisite: Business Economics and successful completion of Algebra II/Trigonometry.

This course focuses on the principles of economics that apply to an economic system as a whole. It will develop students' familiarity with measurement of economic performance, national income and price determination, financial sector, stabilization policies, economic growth, and international trade and finance. Students will use graphs, charts, and data to analyze, describe and explain economic concepts.

Students are required to take the Advanced Placement Macroeconomics Examination in May. The score earned on the A.P. test must be reported to the school.

### **GLOBAL BUSINESS CPA (725)**

Grades 9 -12 2.5 Credits

Prerequisite: None

This course offers an integrated global business perspective. Topics covered will include currency exchange; marketing across borders; cultural differences; and the political, economic, and geographic factors that affect international business.

### **ENTREPRENEURSHIP CPA (723)**

Grades 9 -12 2.5 Credits

Prerequisite: None

Students will study the process of starting a new business. Topics will include product development, business plans, funding and laws regulating start-ups, types of ownership (pros/cons), management and employee relations, salesmanship, and advertising.

### **MARKETING CPA (726)**

Grades 9–12 5 Credits

Prerequisite: None

This course will focus on the principles of marketing. The course will study various topics in marketing such as the 4 P's (product, price, place, promotion), international marketing, and how businesses market products. In addition, students will explore the elements of market segmentation as well as the categories

of industry goods and services. The essentials of the marketing plan, the importance of market research, and the significance of brands are also discussed.

**CAPSTONE HONORS (729)**

Grade 12 5 Credits

Prerequisite: Successful completion of Accounting II Honors or AP Macroeconomics, or completion of 20 total credits in business courses. **This course completes the required sequence for the *THS Business Endorsement*.**

The Business Capstone Honors course is designed for students to apply what they have learned in their previous business courses. An entrepreneurship unit has students work on a virtual business from inception to completion. An internship component will allow students the opportunity for hands-on experience, providing valuable experience and insight for their future careers. Students also have the opportunity to earn Microsoft Certified Office Specialist (MCOS) certification.

## TECHNOLOGY

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### **ENGINEERING DESIGN CPA (794)**

Creative, innovative and hands on, this course experience allows students to bring form to their imagination through learning the design process, establishing trust within a team, researching, analyzing, and communicating. Students learn engineering standards and their global impact. This active learning experience is centered on project and problem-based learning. In addition to hands on, Autodesk Inventor, the industry-leading 3D design software, is set into use leading to prototyping with 3D tools and printers. Students experience the role of the engineer from idea to production. Prototyping with a 3D tools, students work on solutions of personal interest, and those that may have global impact. Students participate in NJ Interscholastic STEM League Competitions and refine presentation skills as they develop their pitch. Concurrent enrollment in college preparatory mathematics and science is helpful but not required.

### **ROBOTICS AND MACHINES HONORS (795)**

Prerequisite: Engineering Design/Technical Drawing

Students will be guided through the design, construction, and programming of robots. Students learn STEM principles and robotics concepts. Ultimately, students will compete head-to-head against peers in the classroom and on the world stage via VEX Robotics Competition, the largest international robotics competition for middle and high school students.

What is the difference between analog and digital electrical components and how are they useful? The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology through hands on activities to include programming. Digital electronics developed through the design process utilizes combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. The student is empowered through a deeper understanding of the unseen, enabling effective troubleshooting and problem solving skills fundamental in the design and building of electronic and physical circuits.

### **TECHNICAL DRAWING AND ARCHITECTURE CPA (781)**

Be inspired to shape the spaces of the 21st Century! Beginning with hand sketching and technical drawing, students use their creativity to design and construct viable residential and commercial building projects with accepted engineering standards while also producing technical documentation. Utilizing the activity-project-problem-based teaching and learning pedagogy, students analyze, design and build physical models of residential and commercial facilities using industry standard software. In addition, students research careers and trends in the design and construction industry, including the latest developments in energy efficiency, green technologies, and sustainability. The architecture curriculum focuses on the practical use of math and science. Engage in hands-on, real-world projects and be a part of the solution of humanity's challenges!

## **FAMILY AND CONSUMER SCIENCE**

### **Foods and Child Development & Psychology**

#### **FOODS**

##### **EXPERIENCES WITH FOODS CPA (740)**

Grades 9-12 Credits

Prerequisite: None

Students will learn the foundations of food preparation while making many of their favorite dishes and baked goods. This course will cover safety, sanitation, working from recipes, cooking and baking techniques, food science and technology, how to select, purchase and properly store foods and the proper use of cutlery. Class activities include cooking and baking in small groups in well-equipped kitchens, preparing simple to challenging recipes from all food groups. Class instruction will emphasize practical consumer skills necessary for shopping and preparing balanced meals for independent living as well as for family life and entertaining.

##### **REGIONAL CUISINES CPA (742)**

Grades 9-12 5 Credits

Prerequisite: None

In the first semester, students will learn about American cuisine as a collection of regional recipes and food traditions. Students will go on a culinary journey around the United States preparing traditional recipes from each region while learning how cultures and traditions have evolved and influenced each region. Additional activities include a regional food presentation and a visit to the Culinary Institute of America in Hyde Park to learn more about culinary arts. Guest speakers in the culinary profession will be invited to present on various topics. In the second semester, the course will continue the study of food and culture with an emphasis on cuisines from around the world. The preparation of authentic meals is the focus of this course. Students will explore the culture and cooking traditions of the different countries throughout Europe, South America, Asia and Africa while learning new techniques and methods of preparation. Students will discover how ethnic food choices are related to climate, terrain, economics and history. This course will increase the student's understanding and appreciation of the diverse cultures and food traditions around the world.

#### **CHILD DEVELOPMENT AND PSYCHOLOGY**

##### **CHILD PSYCHOLOGY 1 CPA (748)**

Grades 9-12 5 Credits

Prerequisite: None

This course explores our biological, cognitive, and socio-emotional development from prenatal development and birth to infancy, childhood, adolescence, and through the transition to adulthood. Students will examine how biology and the environment interact to influence pre-natal and child development, such as with poverty and environmental toxins. Through the study of the developmental theories of Freud, Erickson, and Skinner, students will learn how children come to understand the world around them. Students will also gain insight into their own socio-emotional development by learning about children's emotional worlds, parenting styles, and the influence of temperament on relationships. Students in this course have the opportunity for hands-on experience in our Pre-K Tiger Tots program.

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## **CHILD PSYCHOLOGY II HONORS (749)**

Grades 11-12 5 credits

Prerequisite: Child Psychology I

This course is a study of the growth, development and behavior of children. Students will study theories and examine research related to children's physical, intellectual, social, and emotional development. Emphasis will be placed on the changing concepts of childhood and the contemporary practical concerns of parents and educators. This course is intended for students who plan to further their studies in the area of child development and psychology. Students meet each week with the children in our Pre-K Tiger Tots program.

Students in this course take an end-of-year competency exam to earn Job-Ready Certification in Basic Early Childhood Education and Care. Students in this course also have the option to earn three college credits through Seton Hall University's Project Acceleration.\*\* Students are responsible for any associated SHU fees.

## **CHILD PSYCHOLOGY CAPSTONE HONORS (750)**

Grades: 12 5 Credits

Prerequisite: Child Psychology II Honors

This course is designed for students who have successfully completed Child Psychology I and Child Psychology II Honors and who are considering careers in education or early childhood development. This course is the capstone in the Child Psychology sequence, and provides an extensive analysis of theories, career readiness practices, and rigorous content aligned with challenging academic standards that encompass the field of child development and psychology. School internships provide all students opportunities for hands-on application and experiences.

Students in this course take an end-of-year certification exam to earn Job-Ready Certification in Advance Early Childhood Education. Students also have the option to earn three college credits through Seton Hall University's Project Acceleration\*\* Students are responsible for any associated SHU fees.

### **\*\* PROJECT ACCELERATION – SETON HALL UNIVERSITY**

Project Acceleration is a concurrent enrollment program within the College of Arts and Sciences at Seton Hall University. This program allows high school students in New Jersey to get a head start on their university careers. Students who enroll in an approved course can earn credits from Seton Hall University. For more information please visit: <http://www.shu.edu/academics/artsci/project-acceleration/>

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## **PHYSICAL EDUCATION/FAMILY LIFE/**

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### **DRIVER EDUCATION**

Graduation requirements: Eight semesters (four years) 12 credits of Physical Education plus four credits of Family Life and Driver Education.

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### **THE CURRICULUM**

Students must register for Physical Education in each of their four years of high school. Physical Education registration will automatically enroll students in Family Life 1 in the ninth grade, Driver Education in the tenth grade, and Family Life 2 in the eleventh grade and Family Life 3 in twelfth grade. Project Adventure, Family Life, and Driver Education courses share the same class period each day as the Physical Education course and can be considered as one course when planning a program.

### **PHYSICAL EDUCATION**

The Physical Education program is co-educational. Activities include individual and team sports as well as recreational and leisure time activities. Physical fitness activities stress strength, flexibility, endurance, and cardio-vascular development. Activities include aerobics, badminton, basketball, fitness, flag football, floor hockey, Frisbee, handball, indoor soccer, jogging, lacrosse, paddle tennis, soccer, softball, speedball, table tennis, tennis, track and field, weight training, and volleyball.

#### **PHYSICAL EDUCATION 1 CPA (810 3/4 year)**

Three Marking Periods Grade 9 3 Credits

\*Two marking periods of Physical Education in the ninth grade, Project Adventure, consists of a series of group and individual initiatives aimed at increasing personal confidence and achieving goals cooperatively.

#### **PHYSICAL EDUCATION 2 CPA (820/3/4 year)**

Three Marking Periods Grade 10 3 Credits

#### **PHYSICAL EDUCATION 3 CPA (830/3/4 year)**

Three Marking Periods Grade 11 3 Credits

#### **PHYSICAL EDUCATION 4 CPA (840/3/4 year)**

Three Marking Periods Grade 12 3 Credits

### **FAMILY LIFE**

#### **FAMILY LIFE 1 CPA (811)**

One Marking Period Grade 9 1 Credit

Prerequisite: None

This course takes a holistic approach to health and family life. Areas of concentration include media influence on personal health, eating disorders, decision making, substance abuse and addictions.

#### **FAMILY LIFE 3 CPA (831)**

One Marking Period Grade 11 1 Credit

Prerequisite: None

The focus of this course is on wellness which includes mental & sexual health, reproduction and conception, sexuality, dating violence, and bullying. This course provides an opportunity to acquire knowledge about one's own sexuality while supporting the development of responsible personal behavior. Cultivation of respect for all ethical, ethnic, religious, and cultural beliefs and backgrounds is a primary objective. This class will help students to build an image of themselves as worthy individuals and contributing members of family and society.

#### **FAMILY LIFE 4 CPA (841)**

One Marking Period Grade 12 1 Credit

Prerequisite: None

This course takes a wide-ranging approach to inspire and motivate our young adults. Students will examine issues surrounding sexual harassment, domestic & dating violence, organ donation opportunities, goals and achievement, nutrition, stress management, basic First Aid and general safety practices.

#### **PEER LEADERSHIP CPA (845)**

Grade 12: 4 Credits

Prerequisite: Family Life 2 or Teen PEP

Program and recommendation of Administration, Faculty, Peer Advisors after completion of the application process

The Peer Leadership program is an evidence-based program that supports and eases students' successful transition from middle to high school. The program taps into the power of high school seniors to create a nurturing environment for incoming freshmen. Senior Peer Leadership accepts students who have demonstrated leadership ability and who are interested in committing their time and effort to help fellow students. This class focuses on learning how to facilitate groups around a myriad of topics that adolescents face in today's world such as: peer pressure, decision making, refusal skills, bullying and tolerance.

This is a yearlong course and it also is inclusive of the ten hour state mandated drug and alcohol education program as well a physical education requirement. The students are required to attend a weekend retreat as part of their leadership training.

#### **TEEN PEP/PEER GROUP CPA (835)**

Grade 11 4 Credits

Prerequisite: Recommendation of Administration, Faculty, Peer Advisors after completion of the application process

#### **This course replaces the Physical Education/Family Life 2 requirement**

Tenafly Teen Pep (Peers Educating Peers) is a course designed to provide an effective program of peer-to-peer sexual health education and risk reduction in our school community.

#### **DRIVER EDUCATION**

##### **DRIVER EDUCATION (THEORY) CPA (821)**

Grade 10 1 Credit Prerequisite: None

This one quarter theory course is designed to prepare students for the New Jersey Motor Vehicle Commission Knowledge Test. The class will study the rules of the road, and learn about safety and the importance of a responsible driver attitude.

**ALTERNATIVE COURSES OF STUDY**  
**Enrollment subject to prior approval by administrator**

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**STUDY SKILLS**

Grade 9 College Prep 5 Credits

The goals of the Study Skills program are to help students become independent learners in the regular setting, to assist students in making a successful transition to high school, and to ensure their experience in the high school will be productive. This will be implemented by providing guided instruction in development of successful study habits such as the following: information gathering; note taking; critical reading and retention; listening skills; analyzing instruction, executive function; and personal strengths; preparation for and taking quizzes, tests, and alternative assessments; time management; and self-advocacy.

**ACADEMIC SUPPORT**

Students will receive a Pass/Fail grade

**10<sup>th</sup>/11<sup>th</sup> GRADE PROGRAM:**

The Academic Support course at this level will continue the focus of the Study Skills Program with an emphasis on the skills necessary for a student to complete work effectively. Self-advocacy and independence are encouraged for the students to gain skills they will need in their post-secondary placements. The program will also address such topics as transition planning, the importance of high school transcripts, post-secondary options and support services, teacher recommendations, NJSLA Exam and the procedures required to take the PSAT Exam, SAT Exam and ACT Exam.

**12<sup>TH</sup> GRADE PROGRAM:**

Academic Support at the 12<sup>th</sup> Grade level is designed to help students increase their skills for a successful transition to life after high school, in order to reach their educational and vocational objectives. The key objectives will focus on developing practical study skills and cover topics such as successful transitions to post-secondary options, college resources, research and application process, time management, memory skills, test taking, reading, note taking, executive function, personal strengths, and goal setting. Students will be scheduled full or part time, depending on need.

**MATH 1**

This course is designed to reinforce arithmetic procedures and introduce algebraic concepts. Some topics will include operations with integers, fractions, decimals, percentages, estimation, and graphing. Emphasis is placed on the application of these concepts in real world problem solving.

**TRANSITION 9, 10, 11, 12 CP**

These courses are designed to provide the student with the opportunity to explore and gain knowledge of self and careers. Students will become self-aware, explore a variety of career clusters, and prepare for the world beyond high school. Life skills, self-advocating skills, organizational skills, and planning for the future will be emphasized.



## **STRUCTURED LEARNING EXPERIENCE**

The Structured Learning Experience (SLE) initiative, coordinated by New Jersey Department of Education, provides students with meaningful, relevant educational experiences that provide the opportunity to explore career options focusing on their interests and abilities, assist them in gaining employment skills, make future career and educational choices. This initiative includes safety and transportation training, personal and social skill development, the job application process, interview techniques, proper jobsite behavior, integrity and honesty in the workplace.

## **TECHNICAL EDUCATION**

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The **Bergen County Technical High Schools** in Paramus offer students in the ninth, tenth, eleventh, and twelfth grades a half-day of career training every day.

[https://bcts.bergen.org/images/joareb/docs/Paramus\\_Admissions17\\_18V5.pdf](https://bcts.bergen.org/images/joareb/docs/Paramus_Admissions17_18V5.pdf)

Please visit the web link for detailed information about the application, deadlines, and Program descriptions.

## **EXTRACURRICULAR ACTIVITIES**

As rich as the course offerings are, extracurricular activities add another important dimension to high school life in building a well-rounded student athlete. Taking part in these educational activities enables students to further explore interests, develop social skills, learn organizational planning, develop collaborative skills and meet other students.

Watch the school-borough calendar and the high school calendar for drama and musical productions, the Olympics, dances, a talent show, and Spirit Day, just to mention a few.

In September a club fair is held during a school day to help students select club activities.

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### **ATHLETICS**

An extensive athletic program enables all students to develop coordination, physical fitness, coordination and balance skills, sportsmanship, and teamwork. Students may compete in football, soccer, volleyball, tennis (girls), cross country, gymnastics (for 19-20), and cheerleading during the Fall season; basketball, bowling, swimming, wrestling, indoor track, ice hockey, Alpine Ski (for 18-19), and cheerleading during the Winter season; and baseball, tennis (boys), golf, lacrosse, softball, and track during the Spring season. In addition, students in all grades are eligible to try out for varsity teams, while those in ninth through eleventh grade may try out for junior varsity teams. Ninth graders who do not make the varsity or junior varsity teams can still play on a freshman team (if applicable). All students may participate in intramurals, and try out for the cheerleading squad.

Interested students should consult the coach of the sport in which they are interested as well as the high school athletic website. Additional information is also available in the athletic office.

A physical examination by the student's doctor, completed registration, and clearance by the school physician are required before a student can participate in sports. Application forms are available via the THS Athletic website. Students who plan to participate in a fall sport will have to submit all required physical forms by August 1<sup>st</sup> in order to be eligible for the first day of practice in mid-August. Submission dates for winter and spring sports will be posted throughout the school year.

Student athletes at Tenafly High School are expected to follow a Chemical Abuse Policy for all extracurricular activities, which is outlined in the Tiger-Q handbook. The main purpose of this policy is preventive in nature. However, we must be prepared to deal with those cases where athletes—by their choice--decide to disregard training guidelines.

Tenafly High School is classified by the New Jersey Interscholastic Athletic Association (NJSIAA) as a Group Three school in the North I Section for a majority of our athletic offerings. Tenafly is a member of the Big North Conference. The conference is made up of schools in Bergen and Passaic counties. The conference is divided up into several divisions for competition purposes.

In order to participate in interscholastic athletics, student athletes are required by the NJSIAA to meet certain academic standards to maintain athletic eligibility. To be eligible for competition during the Fall & Winter season all students need to have achieved 30 credits in the previous academic year. Incoming freshman are automatically eligible for the fall and winter seasons. To participate in spring sports all students need to have passed 15 credits during the 1st semester. The number of credits represents 12.5 % of credits needed for graduation.

### Transfer students:

Any student transferring to Tenafly High School and planning to participate on an interscholastic athletic team is required to complete a Transfer Waiver Form as per the NJSIAA. Transfer students and their parents should check with the athletic director for details. Athletic participation by transfer students is subject to NJSIAA regulations.

### **COMMUNITY SERVICE**

Students may gain personal satisfaction as well as earn two credits for a service project that contributes to the school or community. This might include activities such as working in the library, child care, assisting in a laboratory, tutoring elementary school students, volunteering in a hospital, E.M.T., working in a nursing home, on the technical/stage crew or coaching elementary school sports teams. Any worthwhile project will be considered. Interested students should submit their proposal on an application form provided by the community service coordinator. The sponsor, the community service coordinator and the Principal must sign the application before the project is accepted for credit. A minimum of 60 hours must be completed to earn two course credits. A maximum of two credits may be earned by any student for community service.

## Addendum A

### NJ State Minimum\* Graduation Requirements by Content Area and Grade 9 Class

	Course and credit requirements for all students entering grade 9 in:					
	2016-2017	2017-2018	2018-2019	2019-2020	2021-2022	2022-2023
<b>LANGUAGE ARTS LITERACY</b>	20 Credits	20 credits aligned to grade 9 through 12 standards				
<b>MATHEMATICS</b>	15 credits including algebra 1 or the content equivalent**	15 credits including algebra 1 and geometry or the content equivalent**		15 credits including algebra 1 and geometry or the content equivalent* and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21 <sup>st</sup> century careers.		
<b>SCIENCE</b>	15 credits including at least 5 credits in laboratory biology/life science or the content equivalent**	15 credits including at least 5 credits in laboratory biology/life science or the content equivalent** and one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics		15 credits including at least five credits in laboratory biology/life science or the content equivalent**; an additional laboratory/inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course.		
<b>SOCIAL STUDIES</b>	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings				
<b>FINANCIAL, ECONOMICS, BUSINESS, AND ENTREPRENEURIAL LITERACY</b>	No state requirement		2.5 credits			
<b>HEALTH, SAFETY, AND PHYSICAL EDUCATION</b>	3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8					
<b>VISUAL AND PERFORMING ARTS</b>	5 credits					
<b>WORLD LANGUAGES</b>	5 credits or student or student demonstration of proficiency					
<b>TECHNOLOGICAL LITERACY</b>	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum					
<b>21<sup>st</sup> CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION</b>	5 credits					
<b>TOTAL CREDITS (State Minimum)</b>	110	120***				

\* School districts may establish course and/or credit requirements which exceed the State minimums

\*\*"Content equivalent" means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the Core Curriculum Content Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titled differently or may present material in an interdisciplinary or spiral format.

\*\*\*The 120 credits total is greater than the sum of the individual requirements above, to allow for student electives.

## Addendum B

FOUR YEAR PROGRAM PLAN WORKSHEET FOR: \_\_\_\_\_  
DATE: \_\_\_\_\_

Prospective NCAA student-athletes must work closely with their school counselor to ensure selected studies and course placements are NCAA approved. Updated information regarding approved courses as well as overall NCAA requirements is available through the Guidance Department.

REQ	SUBJECT	9	10	11	12
4 Years	<b>ENGLISH</b> ( LA for ELL students)				
3 Years (Including Algebra I and Geometry)	<b>MATH</b>				
4 Years	<b>HISTORY</b>				
3 Years	<b>SCIENCE</b>				
2 Years	<b>WORLD LANGUAGE</b> (ELL)				
Every Year	<b>PHYSICAL EDUCATION</b>				
1 Year	<b>ELECTIVES</b> FINE /PERFORMING ARTS				
1 Year	<b>ELECTIVES</b> 21 <sup>ST</sup> C Life and Careers				
½ year	<b>Economics or Financial Literacy</b>				
Towards 120 Credits and Beyond	<b>ADDITIONAL ELECTIVES</b>				
<b>STUDY SKILLS</b>					
120 req.	<b>TOTAL CREDITS</b>				

Addendum C  
**Your Choices for 2021 - 2022**

**1<sup>st</sup> Semester**

**2<sup>nd</sup> Semester**

	<b>Course #</b>	<b>Course Title</b>	<b>Course #</b>	<b>Course Title</b>
<b>English</b>				
<b>Social Studies</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>World Language</b>				
<b>Physical Education</b>				
<b>Visual and Performing Art</b>				
<b>21<sup>st</sup> Century Life and Careers or Career-Technical Education</b>				
<b>Other Electives</b>				

## Course Selection: 2021-2022

### ENGLISH

- 101 World Lit I CPB 102  
World Lit I CPA  
103 World Lit I H  
121 World Lit II CPB 122  
World Lit II CPA  
126/226 Humanities H  
131 American Lit CPB  
132 American Lit CPA  
137 AP Eng. Lang/Comp  
141 Senior English CPB  
142 Senior English CPA – Psych/War  
143 Senior English CPA Dyst/Short Story  
149 AP Literature and Composition  
150 Creative Writing CPA#  
151/152/153 Creative Writing Honors II/III/IV#  
154 Journalism I CPA#  
155/156/157 Journalism Honors II/III/IV#  
158 Close Readings of Film CPA# (Sem)  
159 Graphic Novel# (Sem)  
160 AP Seminar  
162 AP Research  
192 Yearbook CPA#  
193 Yearbook II Honors#

### SOCIAL STUDIES

- 200 African Asian Studies H  
201 African Asian Studies CPB 202 African  
Asian Studies CPA  
221 European History CPB 222  
European History CPA  
223 European History Adv  
126/226 West Civil. Humanities H  
231 US 1 CPB 232  
US 1 CPA  
233 US 1 Honors  
236 AP US History  
237 AP European History  
241 US 2 CPB 242  
US 2 CPA  
243 US 2 Honors  
245 The American Experience Honors  
252 ~~Contemp~~ Issues & Leadership CPA#  
253 ~~Contemp~~ Issues & Leadership I Hon#  
255 Debate# (Semester)  
257 Sociology (Semester)  
259 AP Psychology  
266 US Foreign Policy H  
269 AP US Gov. & Politics  
287 Beginning US Culture II CPB  
288 Intermediate US Culture II CPA  
289 US Culture II –Proficient CPA

### ELL

- 167 Lang Arts 1 CPB  
168 Lang Arts 2 CPA  
169 Lang Arts 3 CPA  
185 ELL 1 CPB  
186 ELL 2 CPA  
187 ELL 3 CPA

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### MATHEMATICS (x)

- 312 Algebra 1 CPB#  
322 Geometry CPB#  
342 Algebra 1 CPA#  
344 Geometry CPA# 346  
Geometry H#  
351 Algebra 2/Trig CPB#  
354 Algebra 2/Trig CPA#  
359 Algebra 2/Trig H#  
362 Trig/Stats CPA# 365  
Statistics CPA  
366 Precalculus CPA#  
369 ~~Precalc~~/Limits H#  
370 ~~Prob~~/Discrete CPA#  
373 Collegiate Math CPA 375  
AP Stats#  
376 Calculus CPA#  
377 AP Calculus BC #  
378 AP Calculus AB #  
380 Comp Program 1 CPA# 385  
Comp Program 2 CPA#  
390 AP Computer Science

### SCIENCE (x)

- 405 Phys Science CPA#  
406 Phys Science CPB#  
430 Biology CPA #  
431 Biology CPB#  
432 Biology H#  
422/423 Phys Sci /Biology H#  
435 AP Bio #  
440 Physics CPA#  
445 Physics H#  
450450S AP Physics C: Mechanics  
Electricity and Magnetism #  
460 Chemistry CPA# 464  
Chemistry H#  
468 Chemistry CPB#  
472 AP Chem#  
483 Forensics CPA# 481  
Anatomy/Physio CPA#  
482 AP Environmental Sc.# 484  
Methods Sci Research 1 H#  
485 Methods Sci Research 2 H#

- 486 Methods Sci Research 3  
H# WORLD

### LANGUAGE

- 490 Chinese 1 CPA  
493 Chinese 2 CPA  
494 Chinese 2 H  
495 Chinese 3 CPA  
496 Chinese 3H  
497 Chinese 4 CPA#  
498 Chinese 4 H#  
500 AP Chinese#  
501 French 1 Adv  
502 French 1 CPA  
503 French 2 CPA  
506 French 2 H  
512 French 3 CPA  
516 French 3 H  
522 French 4 CPA#  
526 French 4 H#  
528 AP French 5#  
529 French 5 H#  
531 Spanish 1  
CPB 532  
Spanish 1 CPA  
541 Spanish 2  
CPB 542  
Spanish 2 CPA  
546 Spanish 2 H  
551 Spanish 3  
CPB 552  
Spanish 3 CPA  
556 Spanish 3 H  
561 Spanish 4 CPA#  
566 Spanish 4 H#  
569 Spanish 5 H#  
570 AP Spanish#  
533 Italian 1 CPA  
534 Italian 2 CPA  
535 Italian 2 H  
536 Italian 3 CPA  
537 Italian 3 H  
538 Italian 4 H#

### PHYSICAL EDUCATION/ FAMILY LIFE/ DRIVER ED

- 801 PE/Family Life 9  
820 PE/Drivers Ed 10  
830 PE/Family Life 11  
840 PE 4/Family Life 12  
835 Teen Pep CPA  
845 Peer Leadership CPA

### ART

- 615 Art Experience CPA #  
620 Digital Art CPA #

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## Course Selection: 2021-2022

- 622 Photography CPA \*
- 623 Painting CPA \*
- 624 Drawing CPA \*
- 629 3-Dimensional Designs CPA \*
- 633 Computer Animation H\*
- 642 Art Portfolio H\*
- 643 AP Studio Art\*
- 644 AP Art History

### PERFORMING ARTS

- 630 Public Speaking 1 CPA\*
- 632 Public Speaking 2 Honors\*
- 634 Acting 1 CPA\* @
- 636 Acting 2 Honors

### MUSIC

- 654 Concert Choir CPA \* @
- 654A Concert Choir Advanced\* @
- 655 SATB Select Choir H
- 658 SSA Select Choir H
- 660 Digital Music Prod CPA \* # @
- 663 AP Music Theory \* @
- 664 Symphony Orchestra CPA / \* @
- 664A Symphony Orchestra Adv \* @
- 665 Philharmonic Orchestra H \* @
- 670 Band CPA \* @
- 672 Band H \* @
- 684 Guitar 1 CPA \* @
- 685 Guitar 2 CPA \* @

- \* Visual and Performing Art
- # 21<sup>st</sup> Century Life and Careers, or Career-Technical Education
- ^ Personal Financial Literacy
- ∞ STEM ACADEMY
- @ PERFORMING ARTS ACADEMY
- § Recommended by the Child Study Team and Special Education Department and stated in the child's IEP (Individual Education Program)

### BUSINESS

- 711 Personal Financial Lit CPA # ^ Sem
- 714 Accounting 1 CPA # ^ Year
- 716 Accounting 2 H # ^ Year
- 718 Business Law H # Year
- 720 Business Economics CPA # ^ Year
- 723 Entrepreneurship CPA # ^ Sem
- 725 Global Business CPA # ^ Sem
- 726 Marketing CPA # Year
- 728 AP Macroeconomics # Year
- 729 Business Capstone Honors

### MEDIA, TELEVISION and VIDEO PRODUCTION

- 671 Stagecraft Design/Prod I CPA # @
- 673 Stagecraft Design/Prod II Hon # @
- 674 Stagecraft Design Prod III Hon # @
- 675 Stagecraft Design Prod IV Hon # @
- 676 Media/Tel/Video Prod-MTV I CPA # @
- 677 Media/Tel/Video Prod MTV II # @
- 678 Media/Tel/Video Prod Hon MTV III # @
- 679 Media/Tel/Video Prod Hon MTV IV # @

### TECHNOLOGY #

- 781 Architecture CPA # @
- 794 Engineering CPA # @
- 795 Robotics and Machines H # @

### FAMILY AND CONSUMER STUDIES

- 740 Experiences with Foods CPA #
- 742 Regional Cuisine CPA #
- 748 Child Psychology CPA #
- 749 Child Psychology H #
- 750 Child Psychology Capstone Hon

### MISCELLANEOUS 21<sup>ST</sup> OFFERINGS

- 620 Digital Art CPA \* #
- 660 Digital Music Prod CPA \* # @
- ALL Level 4 and above World Language
- 482 AP Environmental Sc # @
- 484 Methods Sci Research 1 H # @
- 485 Methods Sci Research 2 H # @
- 486 Methods Sci Research 3 H # @
- All Creative Writing Levels #
- All Journalism Levels #
- 158 Close Readings of Films # Sem
- 159 Graphic Novels # Sem
- 192 Yearbook # CPA
- 252 Contemp Issues & Leader CPA #
- 253 Contemp Issues & Leader I Hon #
- 254 Contemp Issues & Leader II Hon #
- 255 Debate

- 380 Comp Program 1 CPA #
- 385 Comp Program 2 CPA #
- 390 AP Comp Science #

### STUDY SKILLS §

- 919 Study Skills 9
- 921 Academic Support 10/11
- 923 Academic Support 12
- 930 World Literature
- 932 World Literature 2
- 934 American Literature
- 936 Senior English
- 940 World History
- 954 Algebra 1
- 952 PFL
- 956 Geometry
- 958 Algebra 2
- 964 Biology
- 970 Transition 9
- 972 Transition 10
- 974 Transition 11
- 976 Transition 12
- Structured Learning Experience 1, 2, 2, 3 (Period/s)

## ADDENDUM E

### COURSE RECOMMENDATION AND APPEAL PROCESS

#### COURSE RECOMMENDATIONS

Teachers will make course placement recommendations for each of their students for the following school year. Prior to entering recommendations into Genesis, teachers will inform all students of placement recommendations and the rationale for their decision.

If a student has not earned the guideline grade for a recommendation, a teacher may still recommend the student for the higher-level course if, in the teacher's professional opinion, the student shows promise for success in the higher-level course.

***These students do not have to submit a formal appeal. Students who wish to take a higher-level course which differs from the one that his/her teacher indicated he/she is recommended for should schedule an appointment with their teacher to discuss the desired course placement.***

The above process affords teachers the opportunity to consider individual situations prior to inputting recommendations into Genesis.

#### THE APPEAL PROCESS

A course level recommendation may be appealed in writing to a committee consisting of the teacher, the counselor, the case manager (if applicable) and the Content Area Supervisor, through the principal's office. Students must use the official appeal form, which is included as Addendum F of this document and posted on the THS website.

***The following process delineates the steps that students must take should they wish to appeal a course recommendation. This process is used for students currently in grades 9-12.***

After the first semester of the school year, teachers recommend each of their students for an appropriate level of the next course in the departmental/program sequence. These recommendations are based on the teacher's knowledge of each student's current level of skills, content knowledge, demonstrable interest in the subject matter, and other predictors of success at the next level. (In some departments, students may be given a placement test as one indicator of their readiness for particular courses.) One predictor of success is the student's grade in the current course. For admission into honors or AP courses, teachers will use the information in the chart below as guidelines during the recommendation process:

Student's Current Course Level	Guideline First Semester Grade for Honors/AP Recommendation
Honors/AP	B-
Advanced	B+
CPA	A-* π λ

\*For students enrolled in European History CPA, the guideline grade for admission into AP U.S. History in the 11<sup>th</sup> grade is an "A." As noted within the Social Studies section of this document, students who might be interested in taking AP U.S. History in their junior year, and who do not take Humanities Honors in their sophomore year, should take European History – Advanced in their sophomore year instead of the CPA course.

π The guideline grade for Geometry Honors recommendations is a grade of A- in Algebra 1 the first time the student takes this course. For students enrolled in Geometry CPA seeking admission into Algebra 2 Honors, the guideline grade is an A- or higher in both Algebra 1 from the previous year and the current Geometry class.

λ The guideline grade for Science Honors recommendations is a grade of A- in both math and science courses.

Appeals to the Committee must be in writing and completed on the official school form (included as Addendum F of this document and posted on the THS website). **Students are limited to two course placement appeals per year, and first semester grades below a determined threshold will not be entertained for an appeal.** ***The lowest first semester grade to appeal CPA to Honors/AP is B+, advanced to Honors/AP B, and to stay in Honors/AP C+.***

**All appeals must be submitted to the principal's office after March 1 and before 3PM on March 8th. NO APPEAL WILL BE TAKEN BEFORE OR AFTER THOSE DATES.**

The committee will review the appeal, examine data (e.g., grades on particular assignments) pertinent to the placement decision, and - if necessary – meet with the student to discuss the expectations of the desired course and hear the student's more in-depth rationale for appealing the placement recommendation. The committee may request that the student bring samples of work to be used as part of the overall assessment for placement.

**Content Area Supervisors will communicate appeals decisions by March 28th.** ***Students must check their school email account for the appeal decision.***

Should the committee decide *not* to recommend the student for placement in the desired course, the student may continue the appeal process, and the parent/guardian has the right to enroll their child in the course against the educators' advice. In this case, the parent/guardian and student will be required to acknowledge – in writing – that the placement is sought against the educators' recommendations and to provide a rationale as to why they intend to act against these recommendations. **Course Recommendation Override forms must be submitted by April 8 to the principal's office.** Parent/Guardians are limited to submitting one Course Recommendation Override form per year. The High School Administration reserves the right to send the Course Recommendation Override form to the Superintendent of Schools for review and ultimate decision.

**Addendum F**  
**TENAFLY HIGH SCHOOL**  
**REQUEST TO APPEAL COURSE LEVEL RECOMMENDATIONS**  
**Request must be submitted between March 1 and March 8 to**  
**be considered. You will be informed of a decision by March 28.**

Before submitting this form, please review “The Appeal Process” section in the *Program of Studies*.

Course level placement recommendations are made for each student based on the assessment of our professional faculty. The faculty recommendations are based upon the student’s demonstrated educational performance and needs and the teachers’ knowledge of the expectations of the courses in their departments.

Course level placement recommendations may be appealed by completing and submitting this form to the principal’s office. **All appeals must be submitted between March 1 and March 8.** Please see Addendum E.

Prior to filing an appeal, parents and/or students should speak with the teacher who made the original recommendation. It is critical to garner insight into the rationale for the original recommendation prior to appealing the recommendation.

Parents and students must be aware of several important ramifications if an appeal is submitted and if the request for the appeal is granted. For example:

\* Once the school year begins, class size limits and other considerations may prevent a student from changing classes. If a change is possible, it may involve rearranging the entire schedule and result in undesirable outcomes.

\* Withdrawal from a full-year course after the end of the first week after marking period 1 interim progress reports (as opposed to moving into the same course at a different level) may result in a "Withdrawn Failure" or "Withdrawn Pass" grade being recorded on the student's permanent transcript for that course. Please see “Scheduling and Level Changes” section in the *Program of Studies*.

Please complete the requested information below and return it to the principal’s office within the dates described above.

Name of Student: \_\_\_\_\_ Student ID # \_\_\_\_\_ Grade \_\_\_\_\_

Student’s school e-mail address: \_\_\_\_\_@tenafly.k12.nj.us (Note: School personnel will use Tenafly High School e-mail addresses to contact students. It is the responsibility of the student to check this e-mail address regularly as appointment times may be communicated via e-mail).

Home telephone # \_\_\_\_\_

Student’s Counselor \_\_\_\_\_ Case Manager (if applicable) \_\_\_\_\_

Current Teacher \_\_\_\_\_ Current Course \_\_\_\_\_

Requested Change from Course # \_\_\_\_\_ Title \_\_\_\_\_

To Course # \_\_\_\_\_ Title \_\_\_\_\_

**Please explain why you believe your appeal should be granted. Feel free to attach a separate sheet of paper if necessary.**

**Please list all other courses for which you have been recommended for the following school year:**

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**Please list all courses for which you are currently seeking placement through the appeal process:**

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**Please sign in the appropriate place below.**

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

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**FOR OFFICE USE ONLY:**

# Addendum G

## TENAFLY HIGH SCHOOL

### ENROLLMENT REQUEST FORM – PARENTAL OVERRIDE

Before submitting this form, please review “The Appeal Process” section in the *Program of Studies*. This form may be submitted only after the student and parent have followed all of the procedures outlined in the *Program of Studies*.

**This form should be submitted to the principal’s office before 3PM on April 1. Any override submitted after that date and time will not be accepted.**

Student’s Name: \_\_\_\_\_ Student # \_\_\_\_\_

Address: \_\_\_\_\_

Requested Change from Course # \_\_\_\_\_ Title \_\_\_\_\_

to Course # \_\_\_\_\_ Title \_\_\_\_\_

**Please explain your rationale for overriding the school’s recommendation for course placement (attach a separate sheet if necessary):**

**Please sign in the appropriate place below.**

*\*By signing this form, we acknowledge that we are acting against the placement recommendations of the teacher, content-area supervisor, counselor, and case manager (if applicable).. We also understand that it may not be possible to make a level change once school begins.*

\*Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Student Signature \_\_\_\_\_ Date \_\_\_\_\_

## Addendum H

### **THS STEM ACADEMY**

Students who choose to engage the THS STEM Academy will develop skills in the areas of science, technology, mathematics, and engineering to apply their learning in the context of real-world challenges. Students will investigate critical local and global issues and create innovative solutions.

THS STEM courses are designed on the following five pillars: critical thinking, experiential learning, collaboration, interdisciplinary connections, and communication.

To earn the *THS STEM Endorsement*, students are required to meet each of the following three criteria:

- **Complete course work towards the fulfillment of New Jersey Department of Education & Tenafly High School Graduation Requirements by taking 3 courses in Mathematics, 3 lab courses in Science, and 1 STEM-approved 21<sup>st</sup> Century Life and Careers or Career-Technical Education**
- **Complete an additional 4 STEM-approved courses beyond the above minimum required 7 courses (all courses offered in the Mathematics and Science Program of Studies are STEM-approved; STEM-approved courses from other departments are indicated as such in our Program of Studies)**
- **Complete course work in 4 of the 11 minimum required STEM-approved courses on the Honors or AP Levels**

To receive a *THS STEM Endorsement*, all required course work must be completed at Tenafly High School.

The *THS STEM Endorsement* is awarded to students upon the successful completion of their Senior Year.

## Addendum I

### **THS PERFORMING ARTS ACADEMY**

Students who choose to engage the THS Performing Arts Academy will develop a deep appreciation of and skills in the areas of music and theatre. The skills and qualities that will be cultivated in the THS Performing Arts Academy will be applicable to the students' future pursuits, whether those pursuits continue to be in the arts or in another field of career and study.

Leadership, collaboration, creativity, self-confidence, and a commitment to continually reflect on and improve oneself are just some of the skills and qualities which are transferrable to any field. Multiple studies have demonstrated a direct correlation between study in the performing arts and academic achievement. To earn the *THS Performing Arts Academy Endorsement*, students are required to meet each of the following three criteria:

- **Minimum of four performing ensemble course(s) (band, choir, orchestra, or any combination thereof) with a minimum of three courses being attained in the following:**
  - Advanced Band 1 – 4
  - Honors Band 3 & 4
  - Advanced Orchestra 1 - 4
  - Honors Orchestra 3 & 4
  - Advanced Choir 1 - 4
  - Honors Choir 3 & 4
  - AP Music Theory
  
- **Minimum of two courses, in addition to the above criteria, must be attained in the following (for class of 2015 only, one course will be required in the following):**
  - Music Theory CPA
  - AP Music Theory
  - Digital Music Production CPA
  - Band 1-4 CPA
  - Advanced Band 1 – 4
  - Honors Band 3 & 4
  - Orchestra 1 – 4 CPA
  - Advanced Orchestra 1 - 4
  - Honors Orchestra 3 & 4
  - Classical Guitar 1 CPA
  - Classical Guitar 2 CPA
  - Percussion World CPA
  - Concert Choir 1-4 CPA
  - Advanced Choir 1 - 4
  - Honors Choir 3 & 4
  - Intro to Acting CPA
  - Scene Study CPA
  - Stagecraft Design Production CPA
  - Stagecraft Design Production Advanced
  - Stagecraft Design Honors
  - Dance and Movement I
  - Dance and Movement II