

# **Tenaflly High School**

## **Program of Studies**

**2024 - 2025**



## Table of Contents

<a href="#">Philosophy</a>	4
<a href="#">Graduation Course Requirements</a>	5
<a href="#">Tenafly High School Staff Members</a>	6
<a href="#">High School Graduation Assessment Requirements</a>	9
<a href="#">Endorsements</a>	11
<a href="#">Credits</a>	13
<a href="#">Student Support Services</a>	14
<a href="#">Grading and Assessment</a>	15
<a href="#">Grade Point Average Chart</a>	16
<a href="#">Incompletes</a>	16
<a href="#">Class Rank</a>	16
<a href="#">Academic Requirements for College Entrance</a>	17
<a href="#">Academic Honors</a>	17
<a href="#">Forwarding Senior Year Grades to the Colleges</a>	17
<a href="#">Permanent Records and Transfer of Credits</a>	17
<a href="#">Courses Taken Outside of Tenafly High School Program</a>	18
<a href="#">Special Education</a>	19
<a href="#">Course Levels</a>	20
<a href="#">English Department</a>	21
<a href="#">English Language Learners</a>	28
<a href="#">Social Studies Department</a>	30
<a href="#">Mathematics Department</a>	41
<a href="#">Computer Science</a>	47
<a href="#">Science Department</a>	49
<a href="#">World Languages Department</a>	57
<a href="#">Visual Arts Department</a>	64
<a href="#">Communication Arts</a>	66
<a href="#">Public Speaking</a>	66
<a href="#">Music Department</a>	68
<a href="#">Stagecraft Design/Production</a>	71
<a href="#">Business Department</a>	72
<a href="#">Family and Consumer Science</a>	76
<a href="#">Foods and Child Development &amp; Psychology</a>	76
<a href="#">Physical Education/Family Life/Driver Education</a>	78
<a href="#">Alternative Courses of Study</a>	80
<a href="#">Extracurricular Activities</a>	81
<a href="#">Athletics</a>	81
<a href="#">Transfer Students</a>	82
<a href="#">Community Service</a>	82

[Appeal Process](#)..... 82  
[Scheduling and Level Changes](#)..... 83  
[Course Selection](#)  
[Guide](#).....  
.....85  
[Four-Year Program Plan Worksheet](#).....87

## Philosophy

The philosophy of Tenafly 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.

The **Program of Studies** 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 opportunities 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.

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.

## Graduation Course Requirements

Courses	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 and Career Exploration	Integrated throughout curriculum	

\*Mathematics-15 credits including Algebra 1 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.

## Tenaflly High School Staff Members

### **Principal**

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Secretary of Operations

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School Counselor  
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School Counselor  
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## **High School Graduation Assessment Requirements**

### **(Classes of 2023–2025)**

Updated July, 2022

On Tuesday, July 5, 2022, Governor Murphy signed P.L.2022, c.60 (ACS for A-3196/S-2349), which requires the State Board of Education to administer the New Jersey Graduation Proficiency Assessment (NJGPA) as a field test for the class of 2023. There is no graduation assessment requirement for any student who is expected to graduate with the class of 2023. Students in the class of 2023 must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements. The graduation assessment requirements for the classes of 2024 and 2025 remain in place. The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023–2025.

### **English Language Arts and Literacy (ELA)**

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

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeals to the New Jersey Department of Education.

### **Mathematics**

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

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeals to the New Jersey Department of Education.

## Information for Students with Disabilities

Under the Individuals with Disability Education Act (IDEA), all students with disabilities must be included in all general state and district-wide assessments. IEPs of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway. Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs. It is the responsibility of the student's IEP team to ensure that the IEP is implemented as written, including components addressing state graduation assessment requirements. IEP teams should reserve the exemption of the statewide assessment graduation requirement for students with significant intellectual disabilities and for students with disabilities who have made repeated unsuccessful attempts to meet statewide assessment requirements through New Jersey Graduation Proficiency Assessment, a substitute competency test, or a student portfolio appeal. Districts are encouraged to begin convening meetings of the student's IEP team when the student is in grade 9, or as early as possible. The IEP team includes the student, and the student's parent(s)/guardian(s) to discuss the student's specific graduation requirements.

### First Pathway

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall. A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

### First Pathway—NJGPA

ELA	Mathematics
New Jersey Graduation Proficiency Assessment—ELA $\geq$ 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment—Mathematics $\geq$ 725 (Graduation Ready)

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

### Important Notes:

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

## Second Pathway- Menu of Substitutes Competency Tests

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

ELA	Mathematics
One of the following: <ul style="list-style-type: none"> <li>● ACT Reading <math>\geq 17</math></li> <li>● Accuplacer WritePlacer <math>\geq 5</math></li> <li>● Accuplacer Writeplacer English Second Language <math>\geq 4</math></li> <li>● PSAT 10 Evidence Based Reading and Writing (EBRW) <math>\geq 420</math></li> <li>● PSAT10 Reading <math>\geq 21</math></li> <li>● PSAT/NMSQT <math>\geq 420</math></li> <li>● PSAT/NMSQT <math>\geq 21</math></li> <li>● SAT EBRW <math>\geq 450</math></li> <li>● SAT Reading <math>\geq 23</math></li> </ul>	One of the following: <ul style="list-style-type: none"> <li>● ACT Math <math>\geq 17</math></li> <li>● Accuplacer Elementary Algebra <math>\geq 49</math></li> <li>● Accuplacer Next-Generation QAS <math>\geq 250</math></li> <li>● PSAT10 Math Section or PSAT/NMSQT Math Section <math>\geq 420</math></li> <li>● PSAT10 Math or PSAT/NMSQT Math <math>\geq 21</math></li> <li>● SAT Math Section <math>\geq 440</math></li> <li>● SAT Math Test <math>\geq 22</math></li> </ul>

### Third Pathway

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

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

### Third Pathway—Portfolio Appeals

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

## Endorsements

### STEM Endorsement

Students who choose to engage the THS STEM Endorsement 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 coursework must be completed at Tenafly High School.

The THS STEM Endorsement is awarded to students upon the successful completion of their Senior Year.

### **Performing Arts Endorsement**

Students who choose to engage the THS Performing Arts Endorsement will develop a deep appreciation of and skills in the areas of music and theater. 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 transferable 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:**

- |                               |   |
|-------------------------------|---|
| ● Music Theory CP             | ● Concert Choir 1-4 CP                  |
| ● AP Music Theory             | ● Advanced Choir 1 - 4                  |
| ● Digital Music Production CP | ● Honors Choir 3 & 4                    |
| ● Band 1-4 CP                 | ● Intro to Acting CP                    |
| ● Advanced Band 1 – 4         | ● Scene Study CP                        |
| ● Honors Band 3 & 4           | ● Stagecraft Design Production CP       |
| ● Orchestra 1 – 4 CP          | ● Stagecraft Design Production Advanced |
| ● Advanced Orchestra 1 - 4    | ● Stagecraft Design Honors              |
| ● Honors Orchestra 3 & 4      | ● Dance and Movement I                  |
| ● Classical Guitar 1 CP       | ● Dance and Movement                    |
| ● Classical Guitar 2 CP       |   |

## 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. Students who do not have the correct number of credits will be retained at their current grade level.

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 and 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 may 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.

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.

Students seeking to graduate early at the completion of their Junior year) must indicate their plan in writing to their school counselor by the end of 9th grade. Students who graduate in 11th grade will not be granted senior privileges.

## **Student Support Services**

The Tenafly High School Counseling Program reaches far beyond scheduling students into a program of studies. Each School Counselor is assigned to guide and assist students through their four years of high school, where they help students recognize and fulfill their many potentials.

***The Four Year Journey*** begins in ninth grade, featuring a transition to the high school level, where students begin to understand self-advocacy, self-sufficiency and independence. School Counselors meet with their ninth grade students in the latter stages of Autumn, to discuss academic progress, extra curricular activities and to begin building the counselor-student relationship. Tenth grade is a time where students can hone in on their skills, strengths and interests to start understanding what will make them fulfilled in a program or profession. To assist in this exploration, tenth graders have the opportunity to meet with the College and Career Counselor in the winter time, to discuss academics, career development and long-term/short-term goals. The post-secondary planning process formally begins in eleventh grade; in the winter/spring time, students and their families meet with their respective School Counselor to discuss life after high school, college list building, the application process and career development. For the entirety of their final year in high school, twelfth graders work to solidify their post-secondary plans; finalizing lists, applying to schools/programs and making sound decisions regarding their future.

### **Academic Counseling**

School Counselors work with students and families to address academic concerns. Discussions pertaining to study habits, learning styles, executive functioning and motivation highlight this particular mode of support. Counselors monitor student progress and collaborate with teachers to help students reach their full potential in the classroom. Students who are struggling may be referred to the Intervention & Referral Services (I&RS) Committee, where an action plan can be created to help break down academic and other barriers. Our partnership with CarePlus NJ (CPNJ), a community agency, affords our students access to groups pertaining to executive functioning. School Counselors monitor graduation requirements and advise students accordingly regarding these NJ state mandates.

### **Social-Emotional Support**

Counselors assist with the personal, social and emotional growth of their assigned students. With an open-door policy in place, students can feel comfort in confiding with their counselor, who will adhere to confidentiality guidelines outlined by the ASCA model. In addition to our School Counselors, our Student Assistance Counselor (SAC) and CPNJ professionals also provide mental health support through one-on-one counseling and facilitating support groups. The counselors and case managers are listed in the staff directory and will work with teachers and families alike to support our students holistically.

### **Career and College Counseling**

In addition to the four-year journey outlined above, our students have access to a variety of resources to help them understand and make appropriate decisions about their future. Meetings with the School and College Counselors are necessary to educate the students/families on post-secondary options and career development. All students have access to [Scoir](#), a student planning platform, where students/families can gain information pertaining to

colleges, careers and interest inventories. Throughout the school year, the School Counseling Department hosts a plethora of night events focused on these very topics; presentations, webinars and panels are all implemented to help guide our students through these very complex conversations.

## **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. All students must take the 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 = 10% of full year grade
- Senior Exemption: cumulative grade of A- by last day of school in full year courses.
  - Students must not have been denied credit for exceeding the maximum absence limit
  - Students must have the teacher's recommendation to be eligible for the exemption
  - The Vice Principal reserves the right to approve or deny any senior exemption
- 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
- 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 forms of assessments equal 10% of the end-of-course grade.
- Students who miss an end-of-course assessment due to extenuating circumstances will have their situation reviewed by the Vice Principal. Only under unavoidable circumstances, a make-up end-of-the-course assessment will be approved.
- 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.

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.

## Grade Point Average Chart

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

### Incompletes

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

### 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.

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 Requirements 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.

## **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.

## **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 Semester 1: Mid-year transcript will be forwarded.
- During the Spring: Interim grades will be forwarded if requested by the college. At the End of the School Year: Final transcripts will be forwarded.

## **Permanent Records and Transfer of Credits**

A student's high school record begins at the beginning of ninth grade. 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 the basis for a conference with their counselors to determine progress and future plans. The contents of the permanent records 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**

Under N.J.A.C. 6A:8-5.1(a)(2), Tenafly Public School District allows students to engage in external learning opportunities that surpass THS standards and align with individual interests and career goals. To have these reflected on their transcript, enrolled THS students need written approval on the official school form and must follow outlined guidelines:

***Please note: 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 only take one new, original credit course or two remedial courses.***

**For Advancement:** Enrollment in and completion of outside courses for advancement may not be used to satisfy requirements for placement in honors courses. If a student completes an outside course to satisfy prerequisite requirements, the grade earned must be one grade higher than the grade specified in the course listing in this guidebook. Requests for advancement via outside courses must be submitted by May 1. The student is responsible for the course payment and registration upon approval.

**For Remediation:** Courses for remediation offer students the opportunity to receive credit for a course that has been failed.

1. The student should first meet with their School Counselor. The School Counselor will work with the student and their parent/guardian 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 their post-secondary goals.

2. The student meets the Content-Area Supervisor to present the proposed course and its institution, if relevant. The Supervisor evaluates the course against standards, ensuring it meets or surpasses Core Curriculum Content Standards. They also compare its rigor to THS offerings, if applicable.

3. The request then moves to the External Course Review Committee, which includes a designated Content-Area Supervisor, Director of Guidance and the School Counselor. Approval via the official school form is necessary for enrolled THS students to participate in external courses, reflecting on their THS transcript. Denied opportunities can be appealed to the Principal, with specific deadlines for submission: May 1 for Summer/Fall Semester and January 1 for Spring Semester. Appeals for denied opportunities must be made within 10 school days to the Principal. For remedial courses, refer to #4.

4. Students can take up to two remedial courses annually outside the THS Program of Studies. The failed course remains on the transcript with an "F" grade but no credit. Grades/credits from approved remedial courses are listed separately on the THS transcript. Approval from the counselor and Content Area Supervisor is needed for remedial courses when a failing grade is confirmed. Approval is also necessary before registering for new courses for advancement.

5. Approved courses taken outside of Tenaflly High School for meeting prerequisites or advancing to higher-level courses will show on the transcript. These courses earn unweighted credit, not affecting the GPA. Grades are marked as "P" for Pass or "F" for Fail on the transcript.

6. Before credits are awarded for approved courses, an official transcript or school record must be received and reviewed by the Director of Guidance.

7. Courses taken outside of the Tenaflly High School program for individual or personal growth, exploration or enrichment will not appear on the transcript and will not earn credits at THS.

8. 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.

9. 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.

\*Note: Please see Math Section for additional detail.

## **Special Education**

The Department of Special Education offers a range of programs catering to students with identified special education needs. Individualized Education Programs (IEPs) are crafted during collaborative meetings that include input from the Child Study Team, Special Education Teachers, General Teachers, and parents or students.

## **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.

## Course Levels

Tenaflly High School 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 sources, independent mastery of reading assignments and written work, overall workload and expected levels of motivation, independence and maturity, **all increase incrementally.**

<b>College Prep B (CPB)</b>	College prep courses with academic demand and emphasis on content-based skills. <b>Only offered grades 10-12.</b>
<b>College Prep (CP)</b>	CP courses are designed to prepare students with academic skills and habits necessary for success at the next level.
<b>Advanced</b>	These courses delve deeper into the subject matter, exploring additional topics or more complex concepts beyond the CP level.
<b>Honors</b>	These courses delve deeper into the subject matter, exploring additional topics or more complex concepts beyond the CP and Advanced levels.
<b>Advanced Placement (AP)</b>	AP courses follow the guidelines set by the College Board and prepares students for the corresponding AP exams. AP courses cover extensive content and require students to demonstrate not only in-depth understanding but also the ability to synthesize information, apply critical thinking skills, and analyze complex concepts. Successful completion of an AP course and a passing score on the AP exam may earn students college credit or advanced placement in college courses. These courses often require substantial independent study and preparation for the rigorous exam format. Students enrolled in an Advanced course are required to take the Advanced Placement examination in May.

## English Department

### 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 through a variety of voices. These readings address the recurring questions of human experience and create occasions for writing.

Grade 9	Grade 10	Grade 11	Grade 12
World Literature I CP	World Literature II CPB	American Literature CPB	Senior English CPB
	World Literature II CP		
	World Literature II Advanced	American Literature CP	Senior CP <ul style="list-style-type: none"> <li>• <i>Psych and Literature</i></li> <li>• <i>Dystopian Literature</i></li> <li>• <i>The Self in Literature Today</i></li> </ul>
World Literature I Honors	Humanities Honors*  <i>*Must be taken along with Western Civilization Humanities Honors</i>	AP English Language & Composition	AP English Literature & Composition

### ELECTIVES

Creative Writing			
Creative Writing CP	Honors Creative Writing II	Honors Creative Writing III	Honors Creative Writing IV

Journalism			
Journalism CP	Journalism Honors II	Journalism Honors III	Journalism Honors IV

Yearbook	
Yearbook CP	Yearbook Honors II

AP Seminar
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## Course Offerings

### Ninth Grade

#### World Literature I CP (102)

Grade 9                      5 Credits  
Prerequisite:                N/A

Freshmen will explore excerpts from world mythology, poetry, *Romeo and Juliet*, nonfiction, and a sampling of literature related to or originating from African, Asian, and Middle Eastern cultures. This provides students with the chance to interact with a variety of cultures and viewpoints through different literary genres. The course places a strong emphasis on incorporating global themes and exploring perspectives from diverse international authors. Students practice drawing evidence from diverse texts and practice varied forms of writing. 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:                Teacher Recommendation  
                                      Language Arts 8 A- or above

This class presents a higher level of challenge compared to World Lit CP and necessitates substantial independent study. While the texts may share similarities, the emphasis is on in-depth literary analysis, intricate themes, and the completion of both timed and untimed essays. Proficient essay writing skills and thorough at-home reading are anticipated. Additionally, the course entails independent reading, collaborative projects, research tasks, and oral presentations.

### 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 CP, 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 CP (122)

Grade 10                     5 Credits

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.

## **World Literature II Advanced (123)**

Grade 10

5 Credits

Prerequisite:

World Literature I CP or World Literature I Honors

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

World Literature II Advanced is a rigorous and demanding course that focuses on the great masterpieces of Western civilization. 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. Students who may be interested in taking Advanced Placement English Language and Composition in their junior year, and who do not take Humanities in their sophomore year, should take this course rather than World Literature II CP. While there is an emphasis on writing, vocabulary growth, listening and speaking skills, and grammar, the expectations for written work and independent reading are greater in the World Literature II Advanced level course. A more in-depth research paper is required of Advanced level students.

## **Humanities Honors (126)**

Grade 10

5 Credits

Prerequisite:

World Literature I CP 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.

### **American Literature CP (132)**

Grade 11                      5 Credits

Prerequisite:                World Literature II CP

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.

### **Advanced Placement English Language and Composition (139)**

Grade 11                      5 Credits

Prerequisites:              World Literature II CP 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.

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.

### **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. AP Seminar is offered through the ELA department and AP Research is offered through the History Department.

### **AP Seminar (160)**

Grade 10-12                5 Credits

Prerequisite:                Department recommendation and is taken in addition to the regular English class

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.

## **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 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 CP – Psychology and Literature**

Grade 12                      5 Credits

Prerequisite:                American Literature CP

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, J. Pipher, Freud, Erikson, and Skinner. Among the authors who may be studied are Sophocles, Ovid, Rousseau, Melville, Chekhov, Kesey, Shakespeare, Masters, Morrison, and Plath. Additionally, seniors continue to build on their reading, grammar, writing, and vocabulary skills, and will write in a variety of forms, including the completion of a research project.

### **Senior English CP – Dystopian Literature**

Grade 12                      5 Credits

Prerequisite:                American Literature CP

This course will introduce students to an array of literature centered on dystopian societies—antithetical to utopian ideals— and the themes inherent in such works, including the struggle for survival, the pressures to conform, and the role of nature. Students engage with novels, short stories, and poetry, developing essential language skills in reading, writing, speaking, listening, and critical thinking. The curriculum includes the analysis of style, composition, and the historical context surrounding the writers. Additionally, seniors continue to build on their reading, grammar, writing, and vocabulary skills, and will write in a variety of forms, including the completion of a research project.

## **Senior English CP – The Self in Literature Today (148) NEW FOR 2024**

Grade 12                      5 Credits

Prerequisite:                American Literature CP

This course focuses on diverse thematically organized readings (home and family, coming of age, love and relationships, crime and punishment, the individual in nature., etc). Classwork will include discussions, short written analytic responses, creative writing, formal essays, group presentations, and a senior term paper. We will examine style and composition as well as the historical, social, and political environments that produced the writers and their work, and students will be able to construct an informed interpretation of the work through writing and in-class discussion. Literature will be mainly short fiction, drama, and poetry. including works by Neil Simon, Susan Glaspell, and various short stories and poems.

## **Advanced Placement English Literature And Composition (149)**

Grade 12                      5 Credits

Prerequisites:              American Literature CP 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.

## **Electives**

Students may choose these full-year courses in addition to those meeting the English graduation requirements. Creative Writing CP, Creative Writing Honors I/II/III, Journalism I and Journalism Honors II/III/IV, and Yearbook CP and Yearbook Honors II fulfill the 5-credit 21st Century Life and Careers requirement.

## **Creative Writing CP (150) *\*fulfills 21st Century requirement***

Grades 9-12                5 Credits

Prerequisite:                None

Creative Writing CP 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) \*fulfills 21st Century requirement**

Grades 10-12

5 Credits

Prerequisite:

Creative Writing CP 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 CP (154) \*fulfills 21st Century requirement**

Grades 9-12

5 credits

Prerequisite:

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) \*fulfills 21st Century requirement**

Grades 10-12

5 credits

Prerequisite:

Journalism CP 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 CP and enroll in the subsequent honors sections of the course are eligible to apply for leadership positions on the *ECHO* publication team.

**Yearbook CP (192) \*fulfills 21st Century requirement**

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, copywriting, 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:            Yearbook CP 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 CP 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.

## **English Language Learners**

### **The Curriculum**

Tenafly High School offers a high intensity ELL program in which students have two instructional periods per day to focus on improving their proficiency in English. 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. The purpose of the ELL program is to prepare students to be successful in the school's mainstream curriculum. Placement in ELL courses is based upon WIDA and local guidelines.

### **English Language Learners (ELL) 1 CP (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 CP (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 CP (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 CP (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 CP (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 CP (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.

## Social Studies Department

Tenaflly High School's Social Studies department is rooted in cultivating well-rounded, responsible citizens prepared for active participation in a democratic society within an increasingly interconnected global landscape. The department's approach begins in the ninth grade with a focus on African and Asian Cultures and Civilizations in world history, followed by a deeper exploration of European history in the tenth grade. The eleventh grade focuses on United States History I or Advanced Placement United States History, with twelfth graders delving into United States History II.

The curriculum also prioritizes source analysis, teaching students to assess the reliability, bias, and context of historical documents. Recognizing the significance of digital media in contemporary society, the department places a strong focus on digital media literacy, ensuring that students can navigate, evaluate, and ethically engage with information online.

Grade 9	Grade 10	Grade 11	Grade 12
African and Asian Civilization & Culture CP	European History CPB	US History 1 CPB	US History 2 CPB
African and Asian Civilization & Culture Honors	European History CP	US History 1 CP	US History 2 CP
	European History Advanced	US History 1 Advanced	US History 2 Honors
	Western Civilization Humanities Honors* <i>*Must be taken along with English Humanities Honors</i>	US History Advanced Placement	The American Experience Honors

### Electives

Grades 10 - 12				Grades 11 - 12		
Sociology CP	Anthropology CP	Criminal Law & Justice CP	Contemporary Issues & Leadership I CP	Cont. Issues II Honors	AP Research	AP US Gov't & Politics

### US Cultures Sequence (For ELL Students) Grades 9 - 12

US History & Culture Beginning	US History & Culture Intermediate	US History & Culture Proficient
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## **Social Studies Course Descriptions**

### **Ninth Grade**

#### **African and Asian Civilizations & Cultures CP (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 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.

### **Tenth Grade**

#### **European History CP (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.

### **European History Advanced (223)**

Grade 10                      5 Credits

Prerequisite:                B+ or better grade in first semester of African and Asian Civilizations & Cultures CP or a B in African and Asian Civilizations & Cultures Honors **and** a teacher recommendation.

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.

### **Western Civilization Humanities Honors (226)**

Grade 10                      5 Credits

Prerequisite:                Teacher recommendation **AND** first semester grades of at least B in African and Asian Civilizations & Cultures Honors or an A- in African and Asian Civilization & Cultures CP

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.

## **Eleventh Grade**

### **US History I CP (232)**

Grade 11                      5 Credits

Prerequisite:                None

This course engages students in a study of United States history from the Confederation Era through industrialization. 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 industrialization. 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.

### **US History I Advanced (233)**

Grade 11                      5 Credits

Prerequisite:                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 CP.

This course provides for a rigorous examination of the political, social, and economic development of the United States from the Revolutionary Era through industrialization. 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. The semester covers the period from 1763 to 1850 (the Revolutionary Era to the eve of the Compromise of 1850), including 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; and industrialization. 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.

### **Advanced Placement US History (236)**

Grade 11                      5 Credits

Prerequisite:                Teacher recommendation **AND** first semester grades of at least B in Western Civilization Humanities Honors, A- in European History Advanced. You are not eligible for this course if you took European History CP/CPB

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 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.

### **Twelfth Grade**

#### **US History 2 CP (242)**

Grade 12                      5 Credits

Prerequisite:                US History 1

The fall semester of this college preparatory course studies the period from the Progressive Era 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 Progressive Era 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.

### **US History 2 Honors (243)**

Grade 12                      5 Credits

Prerequisite:                Teacher recommendation AND first semester grade of at least B in US History I Advanced, or A- in US 1 CP.

This course provides for a rigorous examination of the political, social, and economic development of the United States from the Progressive Era 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.

### **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.

## Social Studies Electives

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 CP (252)** *\*limited sections available \*fulfills 21st Century requirement*

Grades 10-12            5 Credits/Full Year  
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 CP class.

### **Contemporary Issues & Leadership II Honors (253)** *\*limited sections available \*fulfills 21st Century requirement*

Grades 11-12    5 Credits/Full Year

Prerequisite:            Teacher Recommendation **and** Grade of B or better in Contemporary Issues and Leadership CP

The content and learning experiences of this full year elective mirror those of Contemporary Issues and Leadership CP. 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)**

*\*limited sections available*

Grades 11-12            5 Credits/Full Year

Prerequisite:            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 CP 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; campaigns, nominations and elections; institutions of national government; and public policy.

### **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. AP Seminar is offered through the ELA department and AP Research is offered through the History Department.

### **Advanced Placement Research (162)**

*\*limited sections available*

Grades 11-12                    5 Credits/Full Year  
Prerequisite:                    Completion of AP Seminar

AP Research, the second course in the AP Capstone experience, is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. This allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

### **Sociology CP (257)**

*\*limited sections available \*fulfills half of 21st Century requirement*

*Recommended companion course: Psychology CP*

Grades 10-12                    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.

### **Anthropology CP (258)**

*\*limited sections available \*fulfills half of 21st Century requirement*

*Recommended companion course: Criminal Justice/Law CP*

Grades 10-12                    2.5 credits

Prerequisite:                    None

This course introduces students to each of the four traditional subfields of anthropology: cultural, biological, and linguistic anthropology and archaeology. The goal is to provide students with a well rounded and holistic approach to understanding the human condition in the past and present. This course has traditional academic and practical approaches to the material being discussed. It will require a hands-on approach in studying skeletal anatomy, archeological material remains (participating in archeological digs), cultural immersive original research projects and presentations. This course is for students who are willing to challenge their thinking and who are prepared to interact with the physical environment.

### **Criminal Law & Criminal Justice CP (262)**

*\*limited sections available \*fulfills half 21st Century requirement*

*Recommended companion course: Anthropology CP*

Grades 10-12                    2.5 credits

Prerequisite:                    None

This course introduces students to criminal law and the U.S. criminal justice system at both the state and federal level. Topics of study would include: the rule of law and criminal law theory; state and federal criminal law statutes and criminal procedure; policing organizations and legal issues in policing; the structure of the state and federal court systems; sentencing; state and federal penitentiary institutions and corrections; probation and parole; juvenile justice; constitutional rights and civil liberties (U.S. Bill of Rights and Supreme Court jurisprudence); and capital punishment and the death penalty. Following the completion of this proposed course, students will understand the core theoretical concepts that form the foundation of analysis and research in criminal law, criminology, and criminal justice. In addition, students will understand the institutional role played by police, corrections, and the courts in U.S. society. Furthermore, students will be able to apply their knowledge to real world problems and evaluate alternative policy proposals on a range of criminal justice issues, for example, use of excessive force in policing, domestic surveillance and domestic terrorism, and the war on drugs and mass incarceration. And finally, students will be well-informed citizens with foundational qualifications to pursue academic study in a variety of legal, policymaking, and/or law enforcement-related subjects and undergraduate-level courses.

### **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 History & Culture 1 - Beginning CP (273)**

*This course fulfills US 1 History graduation requirement*

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.

In the fall semester students examine chronologically major historical events and leading personalities. They explore US 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 History & Culture 1 - Intermediate CP (274)**

*This course fulfills US 1 History graduation requirement*

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 History & Culture 1 - Proficient CP (275)**

*This course fulfills US 1 History graduation requirement*

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 US history from the pre-Columbus period to post American Revolutionary War period. Course work parallels that of US 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 History & Culture 2 - Beginning CP (287)**

*This course fulfills US 2 History graduation requirement*

Grade 9-12                      5 Credits

Prerequisite:                      Department recommendation

This course is designed to meet the needs of newly arrived limited English proficiency students. US History & Culture 2 CP 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 History & Culture 2 - Intermediate CP (288)**

*This course fulfills US 2 History graduation requirement*

Grade 9-12                      5 Credits

Prerequisite:                      Department recommendation

This course is designed for English Language Learners 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 History & Culture 2 – Proficient CP (289)**

*This course fulfills US 2 History graduation requirement*

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 Department

### Curriculum and Philosophy

The Mathematics Department's philosophy for learning and exploring mathematics rests on the belief that all students can grow their abilities and find joy and success in mathematics. The Mathematics Department offers a wide array of courses to provide students with opportunities to take four years of mathematics, despite the state requirement of just three 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. In most cases, the courses students enroll in from one year to the next are dependent upon students' completion and success in previous courses. Therefore, it is critical to understand that placement in mathematics classes is reliant upon course sequence and not necessarily grade level. All students must complete an Algebra 1 class to advance in the mathematics sequence that is appropriate for their program.

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

### Mathematics Course Sequences

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 8	Algebra 1 CP	Geometry CP	Algebra 2/ Trigonometry CP	Precalculus CP
		Geometry CPB	Algebra 2/ Trigonometry CPB	Trigonometry CP Discrete CP
Algebra 8	Geometry Honors	Algebra 2/ Trigonometry Honors	Precalculus/Intro to Calculus Honors	AP Calculus BC AP Calculus AB
	Geometry CP	Algebra 2/ Trigonometry CP	Precalculus CP Trigonometry CP	Calculus CP Statistics CP
Geometry	Algebra 2/ Trigonometry Honors	Precalculus/ Intro to Calculus Honors	AP Calculus BC AP Calculus AB	AP Statistics

*Note: The chart above maps the most common pathways within our traditional math course sequences. Other pathways are possible and students should work with their counselors and teachers to discuss options during the scheduling process. Please refer to detailed course descriptions and prerequisites for course eligibility.*

## Course Sequences

Freshmen students are enrolled in mathematics classes dependent upon their middle school math courses. Most freshmen will take either Algebra 1 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 1.

**Double Math Enrollment:** Students who have successfully completed Algebra 1 may be eligible for dual enrollment in Geometry and Algebra 2 / Trigonometry. Students may also be eligible for dual enrollment in AP courses based on their prior course completion and performance. (For example, AP Calculus AB and AP Statistics.) For any and all requests to enroll in two math courses in a single academic year, prior approval by the Mathematics Supervisor is required and requests must be made in writing to the Mathematics Supervisor by 5/1.

## Mathematics Courses

### Algebra 1 CP (342)

Grades 9-10                      5 Credits

Prerequisites:                      Math 8 **OR**

Algebra 8 grade of C+ or lower, **and** 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.

### Geometry CPB (322)

Grades 10-11                      5 Credits

Prerequisites:                      Algebra 1 CPB **OR**

Algebra 1 CP grade of C or lower, **and** 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 CP (344)

Grade 9-11                      5 Credits

Prerequisites:                      Algebra 8 minimum grade of B-, **OR**

Algebra 1 CP minimum grade of C+, **OR**

Algebra 1 CPB minimum grade of A-, **and** 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 and develop understandings of structures and relationships through geometric constructions. Other areas of study include similarity, the Pythagorean Theorem, trigonometry, circles, area, and volume.

### **Geometry Honors (346)**

Grades 9-10                    5 Credits

Prerequisites:                Algebra 1 CP minimum grade of A **OR**  
Algebra 8 minimum grade of A-, **and** 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 CPB (351)**

Grades 11-12                5 Credits

Prerequisites:                Geometry CPB **OR**  
Geometry CP grade of C or lower, **and** 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 CP (354)**

Grades 10-12                5 Credits

Prerequisites:                Geometry 8 minimum grade of B- **OR**  
Geometry CP minimum grade of C+ **OR**  
Geometry CPB minimum grade of A-, **and** 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.

This honors level course includes all of the topics of Algebra 2 CP 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 CP (362)**

Grades 11-12 5 Credits

Prerequisites: Algebra 2 / Trigonometry **and** Department Recommendation

This full year course focuses on a range of topics across the study of trigonometry including: 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.

### **Precalculus CP (366)**

Grades 11-12 5 Credits

Prerequisites: Algebra 2 / Trigonometry CP minimum grade of B **OR**  
Algebra 2 / Trigonometry Honors grade of B or lower, **and** 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/Trigonometry Honors minimum grade of B+ **and** Department Recommendation

This honors level course includes all Precalculus topics through challenging exercises with emphasis on higher order thinking skills. Additional topics include: parametric equations, complex numbers in polar form and polar graphing, and vectors. In the second semester, the course shifts to an introduction of Calculus, including the concepts of limit and continuity.

### **Discrete CP (370)**

Grades 11-12 5 Credits

Prerequisites: Algebra 2 / Trigonometry **and** Department Recommendation

Discrete Mathematics equips students with critical thinking, problem-solving, and analytical skills that are essential for success in a wide range of academic and professional domains. By mastering the logical structures and mathematical concepts covered in this course, students will be prepared to tackle complex challenges seen in various fields where computational thinking and precise problem-solving are crucial. The final units of study include concepts across statistics and probability in formal and applied contexts.

### **Calculus CP (376)**

Grade 12 5 Credits

Prerequisites: Precalculus CP minimum grade of B **OR**  
Precalculus/Intro Calculus Honors grade of B- or lower, **and** 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 are 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 11-12            5 Credits

Prerequisites:        Precalculus CP minimum grade of A **OR**  
Precalculus/Intro Calculus Honors minimum grade of B, **and** Department  
Recommendation

Students 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 is given. The course focuses on the theoretical developments of each of these topics. Working with the instructor, students are expected to develop the theorems and derivations which apply to the concepts. Continuity, the mean value theorem, and the chain rule are also included. Techniques of differentiation and integration are studied and applied to volumes and surface areas of revolution, arc length, and radioactive decay. Students use the graphing calculator to enhance instruction. The theoretical development of each of the topics is stressed.

### **Advanced Placement Calculus BC (377)**

Grade 11-12            5 Credits

Prerequisites:        Precalculus/Intro Calculus Honors minimum grade of A- **and** Department  
Recommendation

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

### **Statistics CP (365)**

Grades 10-12         5 Credits

Prerequisites:        Algebra 2/Trigonometry CP minimum grade of B **OR**  
Trigonometry CP minimum grade of B-

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/Trigonometry CP minimum grade A

Co-requisite: Precalculus, unless already completed; in certain cases, a student's course grade in Precalculus can be used as a substitute for Algebra 2 / Trigonometry grade requirement. 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.

## Computer Science

### 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.

### NEW Path to AP Computer Science A, beginning 2024-2025:

ALL STUDENTS MUST TAKE:	STUDENTS MUST ALSO TAKE ONE (1) OF TWO (2) COURSES:
<b>Programming in Python CP</b> Grades 9 -12 <i>Prerequisite: None</i>	<b>Choice #1: Cybersecurity CP</b> Grades 9-12 <i>Prerequisite: None</i>
	<b>Choice #2: Web Design/Mobile Apps Honors</b> Grades 10-12 <i>Prerequisite: Programming in Python CP, minimum grade of B</i>

### **Programming in Python CP (381)** \*fulfills 21st Century requirement **NEW FOR 2024**

Grades 9-12 5 Credits

Prerequisite: None

Welcome to "Introduction to Python Programming," an engaging and comprehensive course designed for beginners eager to embark on their journey into the world of programming. This course provides a solid foundation in Python, one of the most versatile and widely used object-oriented programming languages globally. In this course, participants will dive into the fundamentals of Python, covering essential concepts for both programming novices and those with prior experience. The curriculum is structured to progressively build skills, ensuring a smooth learning curve for everyone. This course adopts a hands-on approach to learning, combining theoretical concepts with practical coding exercises and projects. Participants will have the opportunity to apply their knowledge in real-world scenarios, fostering a deeper understanding of Python's capabilities. Topics include procedures and functions, iteration, selection, lists, tuples, dictionaries, strings, algorithms, exceptions, classes, and graphical user interfaces.

### **Cybersecurity CP (383)** \*fulfills 21st Century requirement **NEW FOR 2024**

Grades 9-12 5 Credits

Prerequisite: None

This course prepares students with crucial skills to be responsible citizens in a digital future, one which is increasingly dependent on technology. Students will learn foundational cybersecurity topics including networking fundamentals, software security, system administration and the basics of cryptography and programming. Course

content is applied in learning how companies and individuals can and should take precautions to build protection from the growing global threat of cyber-attacks.

### **Web Design / Mobile Apps Honors (382) NEW FOR 2024**

Grades 10-12

5 Credits

Prerequisite:

Computer Programming 1 CP minimum grade of B **OR**

Programming in Python CP minimum grade of B; **and**

Geometry minimum grade of B, **and**

Teacher Recommendation

In this course, students learn the languages HTML and CSS to create their own live homepages and the foundations of the React Native framework. Students learn to use components to create websites and mobile applications. By the end of this course, students are able to explain how web pages are developed and viewed on the Internet, create their very own multi-page websites, and apply important computer science topics including stylesheet objects and creating modular app layouts with flex and the Dimensions API.

### **Advanced Placement Computer Science A (390)**

Grades 11-12

5 credits

Prerequisites:

Computer Programming 2 CP minimum grade of B+

*(for 25-26 and beyond: Programming in Python CP and Cybersecurity CP or Web Design / Mobile Apps Honors both with minimum grade of B;)* **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.

### **Advanced Placement Computer Science Principles (379) *\*fulfills 21st Century requirement***

Grades 10-12 5 credits

Prerequisites:

Algebra 8 minimum grade of B+ **OR**

Algebra 1 CP minimum grade A, **and**

Geometry minimum grade B

This AP course presents a multidisciplinary approach to learning the underlying principles of computation. The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Students have the opportunity to use technology to address real-world problems and build relevant solutions through applications. Combined, these aspects of the course make up a rigorous and rich curriculum, aiming to broaden participation in computer science. Students enrolled in this course prepare to take the Advanced Placement Examination, including a portfolio process through which students submit digital artifacts and a written portion.



## Science Department

Comprehending and valuing the universe hinges on gaining an authentic understanding of scientific principles within the domains of physical and biological sciences. Through active participation in both essential and elective courses, students are afforded the opportunity to thoroughly comprehend these principles, equipping them with the tools to enrich not only their own lives but also those of others. Seizing every chance to delve into scientific learning is not merely a pursuit of personal enrichment but also a pathway to contribute positively to our world.

### The Curriculum

<b>Grade 9</b>	Physical Science (Honors) / Biology (Honors)	Physical Science (CP / Honors)
<b>Grade 10</b>	Biology (CPB / CP / Honors)	
<b>Grades 10 - 12</b>	Chemistry (CPB / CP / Honors) Physics (CP / Honors) Environmental Science (AP) Methods of Science Research I, II, and III (Honors) <i>(including two summer internships between 10th-11th and 11th-12th)</i>	
<b>Grades 11-12</b>	Chemistry (AP) Physics C: Mechanics and Electricity and Magnetism (AP) Biology (AP) Human Anatomy and Physiology (CP) Organic Chemistry (Honors) Forensic Science (CP) Science, Technology & Public Policy (CP)	

Tenaflly High School science offers an excellent curriculum and instruction program within a broad study of various disciplines and a wide variety of options in sequence and depth.

## Science Courses

### Physical Science CP (405)

Grade 9                      6 Credits

Prerequisite:                Earth Science 8

Introductory physics and chemistry course. Covers the scientific method, enhancing students' knowledge and fostering inquiry. Lab activities develop problem-solving and scientific inquiry skills. Topics include metric system measurements, dimensional analysis, kinematics, Newton's laws, work, energy, simple machines, waves, light, magnetism, electricity, matter structure, periodic table, compound classes, and chemical reactions.

### Physical Science Honors/Biology Honors (422/423)

Combination Science For Freshmen

Grade 9                      10 Credits

Prerequisites:              Algebra 1 (7th/8th Grade) (minimum grade A-) **AND** Earth Science (8th Grade) (minimum grade A-), Department recommendation.

Courses incorporate all the content of **Physical Science Honors (421)** and **Biology Honors (432)**. 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.

### Physical Science Honors (421)

Grade 9                      6 Credits

Prerequisites:              Algebra 1 (7th/8th Grade) (minimum grade A-) **AND** Earth Science (8th Grade) (minimum grade A-), Department recommendation

The course incorporates all the content of Physical Science (405), plus advanced topics in optics, organic chemistry, and includes extended inquiry based lab investigations.

### Biology CP (430)

Grade 10                     6 Credits

Prerequisite:                Physical Science CP (minimum grade B-), Physical Science CPB (minimum grade A) Department recommendation.

Students will explore life science, acquiring knowledge about macromolecules, living cells, genetics, evolution, and ecology. Laboratory work will provide a hands-on approach to reinforce their understanding and learning of all of the topics.

### Biology CPB (431)

Grades 10                    5 Credits

Prerequisite:                Physical Science CP **OR** Physical Science CPB, Department recommendation.

Explores biology as vital for informed citizenship, emphasizing levels of organization in living conditions. Covers cellular chemistry, division, growth, inheritance, tissue specialization, and organ morphology and physiology. Addresses current biology issues like environmental concerns and bioethics. Lab work includes cell viewing, tissue manipulation, and individual/group presentations of experimental results.

### **Biology Honors (432)**

Grade 10                      6 credits  
Prerequisites:              Physical Science CP (minimum grade A-), Physical Science Honors (minimum grade B)  
Department recommendation.

In this life science course, students will explore macromolecules, living cells, genetics, evolution, and ecology. The rigorous curriculum and hands-on laboratory work require a deep understanding and mastery of complex concepts.

### **Advanced Placement Biology (435)**

Grades 11-12                6 Credits  
Prerequisites:              Biology CP (minimum grade A-) **OR** Biology Honors (minimum grade B+)  
**AND** Chemistry CP (minimum grade A-) **OR** Chemistry Honors  
(minimum grade B+), Department recommendation.

Aligned with the College Board's syllabus, students will explore organic molecules, cell morphology, cellular reproduction, molecular genetics, evolution and ecology. The course will ensure that students are well-prepared for the Advanced Placement Biology examination conducted by the College Board in May. After the AP exam, students will conduct a large animal dissection or an alternative project.

### **Chemistry CP (460)**

Grades 10-12                6 Credits  
Prerequisite:                Physical Science CP (minimum grade B-) **OR** Physical Science CPB  
(minimum grade A) **AND** Biology CP (minimum grade B-) (or  
concurrent with department approval) **OR** Biology CPB (minimum  
grade A) **AND** Algebra 2/Trig CP (minimum grade B-) (or concurrent  
with department approval), Department recommendation.

Students will be introduced to the methods of measurement in chemistry. They will study the nature of matter and its changes, atomic structure, the periodic law, electron configuration, chemical bonds and equations, the mole concept, the kinetic-molecular theory, acids and bases, reaction kinetics, chemical equilibrium, and nuclear chemistry. The course involves mathematical and reasoning skills. Laboratory experiments will enable students to gain a first-hand understanding of chemical reactions and analysis, laboratory techniques, and scientific problem-solving. Laboratory experiments will reinforce concepts studied in class.

### **Chemistry - Honors (464)**

Grades 10-12                6 Credits  
Prerequisites:                Physical Science CP (minimum grade A-) **OR** Physical Science  
Honors (minimum grade B+) **AND** Biology CP (minimum grade A-)  
**OR** Biology Honors (minimum grade B+) **OR** concurrent with  
department approval **AND** Geometry CP (minimum grade A-) **OR**  
Geometry Honors (minimum grade B+) **OR** Algebra 2/Trig CP  
(minimum grade A-) **OR** Algebra 2/Trig Honors (minimum grade B+)  
**OR** concurrent higher math course with department approval.  
Department recommendation.

Students will study the nature of matter and its changes at the particle level, macroscopic level, and symbolic level. Students will explore atomic structure, chemical bonding, kinetic molecular theory, nuclear and chemical reactions, stoichiometry calculations, as well as chemical equilibrium and kinetics. The course involves mathematical and reasoning skills and the ability to integrate them for problem solving in each topic. Each topic builds on prior ones and hence requires recall and retention of concepts developed in each unit. Laboratory experiments reinforcing concepts studied in class will enable students to gain a first-hand understanding of chemical reactions and analysis, laboratory techniques, and scientific problem-solving.

Students placed in Honors Chemistry have a MANDATORY SUMMER ASSIGNMENT that is due the first day of class.

### **Chemistry CPB (468)**

Grades 10-12

5 Credits

Prerequisite:

Physical Science AND Biology, Department recommendation

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 chemical 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.

### **Advanced Placement Chemistry (472)**

Grades 11-12

6 Credits

Prerequisites:

Chemistry CP (minimum grade A-) **OR** Chemistry Honors (minimum grade B+) **AND** Precalculus CP or higher math course (concurrent with department approval), Department recommendation.

We follow the College Board Curriculum which is organized into 9 units of study: Atomic Structure and Properties, Molecular and Ionic Compound Structure and Properties, Intermolecular Forces and Properties, Chemical Reactions, Kinetics and Thermodynamics, Equilibrium, Acids and Bases, and Applications of Thermodynamics. The course has a laboratory component including wet chemistry labs and analytical chemistry experiments using spectrophotometry and data gathering probes. Students write formal lab reports.

### **Physics - Honors (445)**

Grades 10-12

6 Credits

Prerequisites:

Physical Science CP (minimum grade A-) **OR** Physical Science Honors (minimum grade B+) **AND** Chemistry CP (minimum grade A-) **OR** Chemistry Honors (minimum grade B+) **AND** Biology Honors (minimum grade B+ **OR** concurrent with Department approval) **OR** Biology CP (minimum grade A- or concurrent with Department approval) **AND** Geometry CP (minimum grade A-) **OR** Geometry Honors (minimum grade B+) **OR** Algebra 2/Trig Honors (minimum grade B+) **OR** Algebra 2/Trig CP (minimum grade A-) or higher math course (or concurrent with department approval), Department recommendation.

Students will explore the laws and principles involved in the behavior of the physical universe using algebra and trigonometry skills to solve challenging problems. Lessons and laboratory work will provide an understanding of

kinematics, dynamics (Newton's Laws), energy, momentum, universal gravitation, waves, optics, static and current electricity, circuits, and electromagnetism. Computers will be used for some labs and write-ups.

### **Physics CP (440)**

Grades 10-12

6 Credits

Prerequisites:

Physical Science CP (minimum grade B-) **AND** Chemistry CP (minimum grade B-) **OR** concurrent with Department approval, **AND** Biology CP (minimum grade B-) **AND** Algebra 2/Trig CP (minimum grade B-) **OR** concurrent with Department approval **OR** higher math course concurrent with Department approval, Department recommendation

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. As time permits, the course will continue with the study of physical phenomena with an examination of topics such as waves, physical and geometrical optics, circuits, and electromagnetism.

### **Advanced Placement Physics C (450 & 450S)**

Grades 11-12

6 Credits

Prerequisites:

Physics CP (minimum grade A-) OR Physics Honors (minimum grade B+) **AND** Calculus CP or higher (concurrent with department approval), Department recommendation

The THS AP Physics C sequence includes two College Board's courses: AP Physics C: Mechanics, and AP Physics C: Electricity and Magnetism. Students are required to take both AP exams. The THS AP Physics C 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. The fall semester will consist of 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. The spring semester will consist of topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.

### **Forensics Science CP (483)**

Grades 11-12

5 credits

Prerequisite:

Minimum two years of high school science and Department recommendation.

This elective course offers an experiential approach to engage students in active learning and emphasizes the application of biology, chemistry, and physics content as each applies to forensic science. During the course of the school year, students will study how evidence is collected and analyzed to investigate a crime, as well as the role of the forensic scientist in a criminal law. Topics relevant to this course include: study of hairs, fibers, and textiles, fingerprinting and DNA fingerprinting, blood and blood spatter.

### **Human Anatomy and Physiology CP (481)**

Grades 11-12

5 Credits

Prerequisite:

Physical Science, Biology and Chemistry and Department recommendation.

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, 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)** *\*fulfills 21st Century requirement*

Grades 10-12            6 Credits

Prerequisites:        Physical Science CP (minimum grade A-) **OR** Physical Science Honors (minimum grade B)  
**AND** Biology CP (minimum grade A-) **OR** Biology Honors (minimum grade B), **AND** Chemistry CP/Honors or concurrent enrollment, Department recommendation.

The goal of the AP Environmental Science course is to investigate the interrelationships of the natural world, and to analyze environmental problems, both natural and human-made. The college level material covered in this course will prepare students for the Advanced Placement examination given by the College Board. This course will follow the syllabus of the College Board.

**Organic Chemistry Honors (475)**

Grades: 11, 12            5 Credits

Prerequisite:        Honors Chemistry (minimum grade B-) **OR** AP Chemistry (minimum grade B-), Department recommendation.

Designed for students interested in meeting Pre-Med/Chemical or Biomedical Engineering requirements in college, this course offers foundational concepts of topics found in a typical Organic Chemistry course in college. The topics will cover properties, structure, types and mechanism of reactions and synthesis of classic organic compounds. Spectroscopic methods like infrared, NMR, mass spec and MRI will be emphasized. The second part of the course will focus on the application of these foundational concepts to select biochemical pathways, and the principles governing signal transduction within these pathways. Having gone through this course, students will appreciate that all organic life, though differing in form and expression, is connected by a highly preserved set of reactions and common chemical milieu and that biochemical principles as they operate in different physiological contexts is key to develop diagnostic and therapeutic tools necessary for healthcare.

**Science, Technology & Public Policy CP (480)** *\*fulfills 21st Century requirement*

Grades 11-12            5 credits

Prerequisite:        Minimum two years of high school science and Department recommendation.

In the Science and Public Policy elective, students explore the connection between scientific progress and its influence on public choices. This course covers the ethical, technological, and social aspects of scientific issues, helping students develop critical thinking skills to evaluate policy implications. Through case studies, discussions, and projects, students tackle real-world situations, gaining insight into how science guides policy creation and execution. The course empowers students to navigate the intricate link between science and society, readying them to contribute insightfully to future policy discussions and decisions.

**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. *\*Fulfills 21st Century requirement*

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

- Attend all regularly scheduled classes and maintain regular contact with a mentor once one is obtained.
- Participate at a level appropriate to the present year of the 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 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 the beginning of entry into the research course and maintain a comprehensive portfolio of all research work.
- Present research at all stages of the work, at all available venues and competitions.
- 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 a year-long course of study only.

**Science Research Internship 1 (2 credits through SUNY Albany)**

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 during the summer session only.

Summer Internship recognition will be provided on a student's transcript.

**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 1.

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.

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.

Summer Internship recognition will be provided on a student's transcript.

**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 1 and 2.

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

## Mission and Curriculum

The mission of the Tenafly High School World Language Department is to empower students with essential language skills and to foster cultural understandings beyond their heritage language. We are dedicated to providing a dynamic and inclusive learning environment where students not only improve their proficiency in languages other than English but also engage deeply with diverse cultures. Our commitment is to prepare students for a global, interconnected world by instilling linguistic proficiency, cultural fluency, and a lifelong appreciation for the richness of global communication. Through innovative and immersive language education, we aim to cultivate open-minded, empathetic, and culturally competent individuals who can thrive in our interconnected global community. Students have the option to continue their language of study from middle school or may opt to begin a new language of study at THS. Many students achieve the New Jersey Seal of Biliteracy during their junior or senior year and receive a designation on their transcript.

Years of World Language Study*				
1 <sup>st</sup> Year Taken in middle or high school	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Chinese I CP TMS or THS	Chinese 2 CP Chinese 2 Honors	Chinese 3 CP Chinese 3 Honors	Chinese 4 CP Chinese 4 Honors	Chinese 5 Honors AP Chinese Language and Culture
French 1 CP TMS or THS	French 2 CP French 2 Honors	French 3 CP French 3 Honors	French 4 CP French 4 Honors	French 5 Honors AP French Language and Culture
Italian 1 CP THS	Italian 2 CP Italian 2 Honors	Italian 3 CP Italian 3 Honors	Italian 4 Honors AP Italian Language and Culture	
Spanish 1 CP TMS or THS	Spanish 2 CP Spanish 2 CPB Spanish 2 Honors	Spanish 3 CP Spanish 3 CPB Spanish 3 Honors	Spanish 4 CP Spanish 4 Honors	Spanish 5 Honors AP Spanish Language and Culture

*\*Courses may be co-seated and are subject to Enrollment*

### First Year

Chinese 1 CP	(490)
French 1 CP	(502)
Italian 1 CP	(533)
Spanish 1 CP	(532)

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.

### **Second Year**

Chinese 2 CP	(493)
Chinese 2 Honors	(494)
French 2 CP	(503)
French 2 Honors	(506)
Italian 2 CP	(534)
Italian 2 Honors	(535)
Spanish 2 CP	(542)
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 9-12                      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 media and other audio-visual aids will add relevancy to regular class work.

### **Third Year**

Chinese 3 CP	(495)
Chinese 3 Honors	(496)
French 3 CP	(512)
French 3 Honors	(516)
Italian 3 CP	(536)
Italian 3 Honors	(537)
Spanish 3 CP	(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 CP (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 CP (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 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)**

Grades 11-12                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 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.

### **Spanish 4 CP (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.

#### **AP Chinese 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.

#### **French 4 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 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.

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.

### **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).

## **Science, Technology, Engineering, Arts and Math (STEAM)**

Arts and aesthetics take in all subjects and hold the key to personal well-being and creative development. Questions, whether they be of a personal nature, or on the international level, can be answered through an understanding of the arts and what makes something beautiful. Through the arts, our students have the opportunity to be deeply affected by reality, see and know accurately what something is, and in turn truly express themselves. We welcome all students to take part in the wonderful variety of classes in both the visual and performing arts offered at Tenafly High School. Please read on.

### **Engineering Design CP (794)**

Grades 9-12                      5 credits  
Prerequisite:                      Algebra 1

Students will start to experience the world around them from the viewpoint of the engineers that have such a direct impact on our everyday life. Students will wrap their minds around some of the massive problems facing the world today and work in teams on projects in order to present creative and bold solutions. Students deeply experience the engineering design process and build skills using tools such as: rapid prototyping, 3D printing, Computer Aided Drafting, Design Thinking and many others. Whether it is competing in a design challenge for NASA or thinking environmentally about how to lower consumers carbon footprint through the clever use of cardboard, this foundational course will instill skills, methods and understandings in each student so that their dreams can meet reality.

### **Robotics and Machines Honors (795)**

Grades 10-12                      5 Credits  
Prerequisite:                      Engineering Design and Algebra 2/Trig

Students kick off the year showing off their engineering skills in the International robotics competition known as First Tech Challenge. FIRST is an internationally recognized program where engineering students can show off their designs, compete against other schools and have access to industry partners that provide scholarships etc. Students will generate novel design ideas, build and program a robot on a team that will attend a minimum of four competitions throughout the year. The second semester of the course consists of multiple projects including an individual capstone project. Students gain skills in machining and manufacturing in order to create working prototypes for their capstone projects. Students in this course must participate in the team competition element which has an out of school component.

Students journey deep into the realm of engineering building an understanding stretching from an electron's path through a transistor logic gate all the way through the complex design and programming of robotic systems. Students will work on multiple projects within a team, improving their CAD, programming and engineering design skills. Students face complex challenges and participate in competitions while getting exposure to technologies such as CNC manufacturing, Arduino microcontrollers, integrated manufacturing and using artificial intelligence to program self-driving cars.

### **Architecture and Design CP (781)**

Grades 9-12                      5 Credits

Let your curiosity roam through the shapes and spaces around us as we investigate architectural styles, ergonomic designs and learn about how building design standards affect our everyday life. Students will learn sketching and Computer Aided Drafting (CAD) skills and apply them to a number of projects throughout the year. Students will

research, design and build models of buildings and living spaces where they are responsible for the efficient, ergonomic and code compliant outcomes. Students will utilize design thinking techniques as they develop design experience by diving into individual capstone projects that force them to understand the end user, challenge their assumptions and redefine seemingly simple problems to design something truly great.

## **Visual Arts Department**

*All art courses satisfy the Fine Arts requirement*

### **The Art Experience CP (615)**

Grades 9-12                5 Credits  
Prerequisite:                None

Art disciplines to include drawing, painting, 3-D design, printmaking, book arts, and graphic design are all included in this experience. Hands-on projects foster innovative thinking while students learn about art making techniques. Lively discussion, project critiquing, and art history round out the experience in this important course.

### **Digital Art CP (620)**

Grades 9-12                5 Credits  
Prerequisite:                None

State of the art digital tools to include Adobe Photoshop, Illustrator, and Audition CS6 are used as students develop an understanding of composition and color and the aesthetics of image development. Hands-on experience with digital media and photography enable the exploration of shape and form. Vector illustration, or geometric shapes, lines, and curves, drawing, digital photo retouching and compositing, and traditional illustration are weaved together to round out a thorough and exciting student experience.

### **Painting CP (623)**

Grades 9-12                5 Credits  
Prerequisite:                None

Through color theory and the development of the fundamental techniques of painting, students develop their abilities with art. They practiced by painting still-lives, abstracts, landscapes and portraiture.

### **Drawing CP (624)**

Grades 9-12                5 Credits  
Prerequisites:                None

Discover your drawing skills in two dimensions! Expand and improve technique through practicing drawing and sketching in pencil, charcoal, pen and ink, and colored pencils. Explore the elements of drawing: tone, value, texture, shape, volume, direction and movement, scale, rhythm and color. Students further an awareness of aesthetics, context, cultural influences and learn the process of critique.

### **Three-Dimensional Design CP (629)**

Grades 9-12                5 Credits  
Prerequisite:                None



Develop your creativity and innovative thinking skills! Hands-on and in studio you will explore a variety of materials to create 3-Dimensional art objects. Historic and contemporary trends in three-dimensional art are considered in class discussion. The initial focus is on sculpture and the techniques of assemblage, molding and carving. Paper maché, plaster of Paris, air-dry clay and recycled materials transform into sculptures. Later in the class, book arts and fiber arts will become the focus. Paper, cardboard, fabric and yarn are the elements of soft sculpture and sculptural books with an exploration into block printing and book binding.

### **Photography CP (622)**

Grades 9-12            5 Credits  
Prerequisite:            None

Discover the pillars of exposure in photography; aperture, shutter speed, and ISO (sensitivity to light); and how they each are individually used for photographic effect. Journey through the history of photography! Explore the works of master photographers both past and present and through them, learn lessons that can be applied to your own image making. Experiment with lighting and subjects through a series of indoor and outdoor assignments. Nature photography, portraiture, studio photography, photo journalism and fashion photography are included in the photographic experience. A resulting digital portfolio documents the experience and the learning.

### **Computer Animation Honors (633)**

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

Dive into the basic knowledge, history, skills, abilities, processes, and tools required for 2D and 3D computer animations. The process of animation using non-digital methods leads into the power of the Adobe After Effects application. non digital methods. Character development, storyboarding, timing, and audio editing take their proper place within the instructional units.

### **Art Portfolio Honors (642)**

Grades: 10-12            5 Credits  
Prerequisites:            Two years of art courses or permission of the instructor.

With a self directed approach, excellent preparation for those pursuing further studies in art on the college level or a career in an art-related field. Maximize your impact in the submission of portfolios to the AP Studio Arts Program for your senior year along with future submissions regarding college and career.

### **AP Studio Art Honors (643)**

Grade 12                5 Credits  
Prerequisite:            Permission of the instructor.

Students experience a challenging curriculum in preparation for college or a career in an art-related field.

### **Communication Arts**

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

MTV 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 crew members for in-studio and on location shoots. In MTV, students learn through 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

Students gain exciting hands-on experience through producing a school news show for broadcast to Tenafly's entire learning community. They work in groups and crews and collaborate on projects throughout the year. Most projects are 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. Leadership and team-building skills are developed. Additionally, students are invited to participate on long term projects, such as The Senior Video Yearbook, Tiger Sports Shows or other approved projects. Students create a portfolio of work, and may be required to attend some after-school events.

### **Public Speaking**

#### **Public Speaking 1 CP (630)- does not meet California state schools' (UC or CSU) fine art requirement**

Grades 9-12                    5 Credits  
Prerequisite:                 None

Acquire speech skills required to express your ideas with composure, confidence, clarity and conviction! Place into practice the fundamentals of speech and effective communication techniques for public and group situations. Preparation of original, informative, and persuasive speeches are part of the student experience. Gaining confidence and composure in front of large groups is an important objective. Viewing and discussing speeches from politicians, athletes, and entertainers allow a consideration of the elements that make communication most effective. A significant part of the course is devoted to how to give a great college interview, how to prepare, and what to expect.

#### **Public Speaking 2 Honors (632)**

Grades 10-12                 5 Credits  
Prerequisite:                 Public Speaking 1 CP

Build on key concepts from Public Speaking 1 and refine your performance and presentation techniques. Guest speakers and professionals are brought in to provide feedback for interviews and presentations.

#### **Acting 1 CP (634)**

Grades 9-12                    5 Credits  
Prerequisite:                 None

Learn the art of acting techniques with a major emphasis on body and voice. Through the use of original monologues, learn how to create characters from the ground up. In order to create truthfulness on the stage, we study the thoughts of Stella Adler and Konstantin Stanislavski. Activities of the course include exercise, theater games, improvisation, sense training, and vocal drills. We view and break down performances of some of the world's greatest film and theatrical actors. We analyze a play for performance through scene study and rehearse with major emphasis on characterization and stylistic interpretation. We rehearse and perform scenes from some of America's greatest playwrights.

### **Acting 2 Honors (636)**

Grades 10-12            5 credits  
Prerequisite:            Acting 1 CP

Students continue to apply the skills they learned in Introduction to Acting and Scene Study, and concentrate on a more in depth focus on various performance styles. Students focus on performing scenes from various genres of theater to include Greek Tragedy, Roman Theatre, Commedia dell'Arte and British Farce. We practice improv as a tool to create scenes, monologues and characters. We experience theater history through scene and monologue work, and an inspiring Shakespeare Scene Unit. Writing and directing scenes for a class production cap off the year.

### **Acting 3 Honors (638)**

Grades 11-12            5 Credits  
Prerequisite:            Acting 1 CP/Acting 2 Honors

Serious performing arts students are given more control over the material choice worked on and performed. In the first semester Shakespeare and Ancient Greek scenes and monologues are chosen and performed. During the second semester students work in groups to write, act and direct their own scenes both comedic and one dramatic. These scenes performed with students responsible for costume, prop and set plots. All skills will come to fruition in this emotional, fast pace, high energy and intense class.

## **Music Department**

### **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.*

### **Music Theory and Ear Training CP (661) (offered in alternate years with AP Music Theory)**

Grades 9-12            5 Credits  
Prerequisite:            Department recommendation

With an emphasis on aural skills, students are introduced to music theory and composition. Learning includes notation, musical symbols, pitch, rhythmic patterns, and harmony. Students use their creativity to write their own musical compositions.

### **AP Music Theory (663)**

Grades 9-12            5 Credits  
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.

### **Digital Music Production CP (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 multimedia 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 CP (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 CP/Advanced (664/664A)**

Grades 9-12                    5 Credits

Prerequisite:                    Department recommendation for CP 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 CP 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 CP level students.

### **Philharmonics Orchestra Honors (665)**

Grades 9 – 12                      5 Credits  
Prerequisite:                      Department recommendation and audition

The student musician is prepared for the requirements of advanced and college level orchestral literature. In Madrigal Festival and Spring Musical orchestras in addition to the Winter and Spring concerts include student performance venues. Music selections 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 CP (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 CP (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.

## **Vocal Music**

### **Concert Choir CP/Advanced (654A)**

Grades 9-12                      5 Credits  
Prerequisite:                      No prerequisite for CP level, Audition for Advanced level. All freshmen choir students at either CP 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 CP level students.

### **Mixed 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.

### **Treble 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

### **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/>

### **Stagecraft Design/Production**

#### **Stagecraft Design/Production I CP (673)**

Grades 9-12                    5 Credits  
Prerequisite:                    None

Stagecraft is a class designed to teach creativity and problem solving in technical theater 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 theater. 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 theater 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

No matter one's future plans, THS Business Education courses help all students to become financially sound and fiscally responsible, and to develop an understanding of basic business principles in the areas of accounting, marketing, finance and economics. These courses also develop students' leadership, teamwork and public speaking skills. 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.

#### Possible Course Sequences by Area of Interest

Area of Interest	Level 1	Level 2	Level 3	Level 4
General Business Accounting	Introduction to Business	Accounting I	Accounting II Honors	Business Seminar Honors
General Business Economics Finance	Introduction to Business	Introduction to Economics	AP Economics Micro and Macro	Business Seminar Honors
General Business Entrepreneurship Law Management	Introduction to Business	Marketing  Economics of Entrepreneurship	Business Law Honors	Business Seminar Honors

#### Introduction to Business CP (725)

Grades 9-12                      2.5 credits

Prerequisite:                      None

*This course fulfills the Financial Literacy requirement for the State of NJ*

*Recommended companion course: Personal Finance and Investment CP*

This prerequisite course will introduce students to basic business terminology, concepts and current issues while developing their critical thinking and decision-making skills. Students will explore introductory concepts in accounting, finance, entrepreneurship and marketing as well as business ethics and social responsibility, and current events and emerging trends. This broad overview of business-related concepts and careers will guide students in future course selection within the department.

Students in this course have the opportunity to join DECA, the co-curricular business club, and participate in regional, state and national competitions.

#### Personal Finance and Investment CP (711)

Grades 9-12                      2.5 Credits

Prerequisite:                      None

*This course fulfills the Financial Literacy requirement for the State of NJ*

*Recommended companion course options: Introduction to Business*



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. Students will also introduce students to the stock market.

### **Personal Financial Literacy - Hybrid (711V)**

*This course fulfills the Financial Literacy requirement for the State of NJ*

Grades 11-12                    2.5 Credits

Prerequisite:                    \* Permission of school counselor and supervisor \*

***Students who select this course over the in-person Personal Finance and Investment course, or another course in the department that fulfills the financial literacy requirement, must be self-motivated and have demonstrated effective time-management skills.***

This online, hybrid course provides students the opportunity to experience a semi-independent educational environment where learning and assessment is completed in both the classroom (1x/week during the unit lunch period) and in an independent, asynchronous online environment. Pacing is guided by the teacher. Concepts include behavioral economics, budgeting, banking/checking, credit, investments, personal financial records, taxes, insurance, basic consumer values and personal money management.

### **Entrepreneurship CP (723)**

*This course fulfills the Financial Literacy requirement for the State of NJ*

Grades 9 -12                    5.0 Credits

Prerequisite:                    None

Students will study the process of starting a new business. Topics include business opportunity development, startup management, business plans, obtaining funding, laws regulating start-ups, types of ownership (pros/cons), pitch deck development, and strategy.

Students in this course have the opportunity to join the Blue Ocean Club and participate in the Blue Ocean High School Entrepreneur Pitch Competition. Students also have the opportunity to join DECA, the co-curricular business club, and participate in regional, state and national competitions.

### **Marketing CP (726) \*fulfills 21st Century Requirement**

Grades 9–12                    5.0 Credits

Prerequisite:                    None

This course focuses on the principles of marketing and their application to solve reality-based simulations, problems, role plays and case studies. Students study the 4 P's (product, price, place, promotion), and how businesses market products. Students will explore the elements of market segmentation, categories of industry goods and services, market research, consumer behavior, promotion and branding. Students will use a variety of media (copywriting, storyboarding, video and digital marketing methods) to develop creative and effective marketing solutions and presentations.

Students in this course have the opportunity to join DECA, the co-curricular business club, and participate in regional, state and national competitions.

### **Accounting 1 CP (714)**

*This course fulfills the Financial Literacy requirement for the State of NJ.*

Grades 10-12            5 Credits  
Prerequisite:            None

This course is designed both for college-bound students who seek a background for future studies in accounting and business and for those planning to directly enter the business world and seek entry-level job skills in handling the daily recordings of a business. Students will be introduced to generally accepted accounting principles (GAAP) and learn how to keep complete records for a business firm. Using a workbook for practical application and a business simulation set involving all aspects of the accounting cycle in its simplest form, students develop an understanding of each accounting step and the relationship of various records to the entire accounting system. They will work with source documents, electronic journals, ledgers, and worksheets to prepare and interpret basic financial statements and business condition reports. Additional areas such as combination journals, checking accounts, petty cash, payroll records, and special transactions involving fixed assets and bad debts will be introduced.

Students in this course have the opportunity to join DECA, the co-curricular business club, and participate in regional, state and national competitions.

### **Accounting 2 Honors (716)**

Grades 11-12            5 Credits  
Prerequisite:            Accounting 1

This course is designed for students preparing to take positions in the business field or for those who plan to study accounting, finance, marketing, management, investing or some other aspect of business administration at the college level. Building upon the basic principles learned in Accounting I, students will apply Generally Accepted Accounting Principles (GAAP) to the recording and reporting of business transactions and will explore advanced concepts and specialized accounting procedures. Students will learn to prepare, analyze, and interpret financial statements and business condition reports to understand and see how these statements affect business decisions. Two business simulation sets will be used for corporate and cost accounting procedures. Additional topics include departmental and payroll accounting, partnership accounting procedures, adjustment, automated accounting systems, inventory control, vouchers, and taxes.

Students in this course have the opportunity to join DECA, the co-curricular business club, and participate in regional, state and national competitions.

### **Business Law Honors (718)**

Grades 10-12            5 Credits  
Prerequisite:            Minimum of 2.5 credits in business excluding Personal Financial Literacy

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.

**Economics CP (720)**

*This course fulfills the Financial Literacy requirement for the State of NJ \*fulfills 21st Cent. requirement*

Grades 10-12            5 Credits

Prerequisite:            None

This course introduces students to basic principles of economics to help them understand, interpret and make decisions related to economic systems. Topics include gross domestic product, unemployment, aggregate supply and demand, economic choices, inflation, money supply, fiscal policies, economic philosophies, laws, and fallacies.

**AP Economics: Macro and Micro (728) \*fulfills 21st Century. requirement**

Grades 11-12            5 Credits

Prerequisite:            Although the department does not set prerequisites for this course, it is recommended that students have first semester grades of at least B in current year's Honors, Advanced or AP Social Studies, Science or English courses, or a solid A in current year's CP Social Studies, Science and English CP level courses. Additionally, students should have strong critical thinking and problem solving skills.

*Students enrolled in this course are expected to attend a meeting with the course instructor in June of the current school year.*

This full year course explores principles of both macroeconomics and microeconomics. During the first semester, students will focus on principles of macroeconomics 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. During the second semester, students will focus on the principles of microeconomics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Microeconomics places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Emphasis is placed on understanding the behavior of individual decision-makers within the economic system and the components of rational decision-making.

**Business Seminar Honors (729) \*fulfills 21st Century requirement**

Grade 12                5 Credits

Prerequisites:            Business teacher recommendation and successful completion of 15 total credits in business courses.

In this capstone course, students apply and more deeply integrate concepts learned in previous core business classes. In addition, because students will have had varied business course sequences prior to this class, the course also enables students to broaden their individual knowledge of all business disciplines, including those not previously studied, and further develop leadership and communication skills through a range of activities including case study analysis, virtual business simulations, and DECA role play.

## Family and Consumer Science

### Foods and Child Development & Psychology

#### Foods

##### **Experiences with Foods CP (740)** *\*fulfills 21st Century requirement*

Grades 9-12                      5 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 CP (742)** *\*fulfills 21st Century requirement*

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

The courses below are part of our Child Development and Psychology Career and Technical Education program (CTE). Students may elect to take 1, 2 or 3 years of the sequence. Students who complete the entire sequence earn a CTE job-ready certification in early childhood education and training and also have the opportunity to complete a weekly internship at the elementary school level.

##### **Child Psychology 1 CP (748)** *\*fulfills 21st Century requirement*

Grades 10-12                      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 prenatal 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 to interact with the students in our Pre-K Tiger Tots program.

### **Child Psychology II Honors (749)**

Grades 11-12            5 credits  
Prerequisite:            Child Psychology I

This course further studies 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 in this course have the opportunity to interact with the students in our Pre-K Tiger Tots program.

### **Child Psychology Capstone Honors (750)**

Grades: 11-12            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. During the second semester, students participate in a weekly elementary school internship where they have the opportunity for hands-on application and experiences.

Students in this course take an end-of-year certification exam to earn Job-Ready Certification in Early Childhood Education and Training. Students also have the option to earn three college credits through agreements with local colleges and universities. Students are responsible for any associated credit fees.

### **Psychology CP (745) *\*fulfills half of 21st Century requirement* **NEW FOR 2024****

Grades: 10-12            2.5 Credits  
Prerequisite:            none  
*Recommended companion course: Sociology CP*

Designed to provide an introduction to the field, this one semester course seeks to provide students with a deeper understanding of the pattern of human development and behavior. Major units of work include learning, origins, body and behavior, developmental psychology, personality, stress and conflict, disturbance and breakdown, human interaction, conditioning, emotions, personality and motivation.

### **Advanced Placement Psychology (259)**

*\*limited sections available*

Grades 11-12

5 Credits

Prerequisite:

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 CP level course.

This rigorous 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.

### **Physical Education/Family Life/Driver Education**

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

#### **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. 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 includes 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 9 & Family Life 1 CP (801)**

Grade 9

4 Credits

#### **Physical Education 10 & Drivers Education CP (802)**

Grade 10

4 Credits

#### **Physical Education 11 & Family Life 3 CP (803 )**

Grade 11

4 Credits

#### **Physical Education 12 CP & Family Life 4 CP (804)**

Grade 12

4 Credits

#### **Family Life 1 CP**

## Grade 9

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

### **Driver Education (Theory) CP**

Grade 10

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, driver safety and the importance of a responsible driver attitude.

### **Family Life 3 CP**

Grade 11

This one quarter course stresses personal wellness, including 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. This class will help students to build a positive self image as well as develop short and long term strategies to maintain Social -Emotional personal wellness.

### **Family Life 4 CP**

Grade 12

This course addresses a wide-ranging array of issues designed to assist our students as they approach adulthood. Students will examine issues including sexual harassment, domestic & dating violence, personal goal setting, nutrition, stress management, basic First Aid, CPR and personal safety practices.

### **Peer Leadership CP (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 as a physical education requirement. The students are required to attend a weekend retreat as part of their leadership training.

### **Teen Pep Group CP (835)**

Grade 11

4 Credits

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

**This course replaces the Physical Education 11 /Family Life requirement.**

Tenafly Teen Pep (Peers Educating Peers) curriculum is designed to use a peer education approach to provide students with medically accurate sexual health information and equip them with the skills they need to make healthy decisions. The Teen PEP curriculum uses a hands-on, activity-based structure which provides students with opportunities for discussion and skill development. Specific skills addressed throughout the Teen PEP curriculum include: Decision-Making, Resisting Peer Pressure, Communication with Peers & Parents, Problem Solving, Consent, Self Management and Team Building

### **Alternative Courses of Study**

Enrollment subject to prior approval by administrator

#### **Study Skills CP 919 & 921**

College Prep            5 Credits

Students will receive a Pass/Fail grade

The Study Skills program is designed to guide students toward becoming independent learners and facilitate a smooth transition throughout high school. In the early stages, the focus is on developing fundamental study habits such as information gathering, note-taking, critical reading, and time management. As students progress, the program evolves to emphasize effectiveness in completing coursework, self-advocacy, and readiness for post-secondary paths. Topics covered include transition planning, understanding transcripts, exploring post-secondary options, and preparing for standardized tests.

#### **Transition 9 & 10**

College Prep            5 Credits

Students will receive a Pass/Fail grade

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.

#### **Transition 11 & 12: Work-Based Learning (WBL)**

College Prep            5 Credits

Students will receive a Pass/Fail grade

The Work-Based Learning (formally known as Structured Learning Experiences or 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, and 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.



## **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.

## **Athletics**

An extensive athletic program enables all students to develop coordination, physical fitness, sportsmanship, and teamwork. Students may compete in football, soccer, volleyball, tennis (girls), cross country, gymnastics, and cheerleading during the Fall season; basketball, bowling, swimming, wrestling, indoor track, ice hockey, Alpine Ski, 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 freshmen 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.

## The Appeal Process

A course level recommendation may be appealed to the Content Area Supervisor. Students must use the official link available electronically on the THS school counseling website.

### Minimum Grades Required for An Appeal

From CP to 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.**

If a student wants to appeal a course level recommendation, the student must submit the electronic appeal form using the link on THS website. Appeals must be submitted by Monday, March 11 – 3:00 P.M.

**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 9-11.**

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 above as guidelines during the recommendation process:

**For more detailed information, please refer to each of the course descriptions.**

All appeals must be submitted using the appropriate link, which will be posted on the THS school counseling website and accessible from March 1 to March 11. **The deadline to submit an appeal is Monday, March 11, 2024. NO APPEALS WILL BE TAKEN AFTER 3:00 P.M. MARCH 11.**

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 "Withdraw" grade being recorded on the student's permanent transcript for that course. Please see the "Scheduling and Level Changes" section in the *Program of Studies*.

**Content Area Supervisors will communicate appeals decisions by March 28, 2024. 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. A Course Recommendation Override form will be provided to the student by the Content Area Supervisors during their meeting. When completing the Course Recommendation Override form, 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.

**\*Students are allowed two appeals and one parent/guardian override annually.**

**\*\*Course Recommendation Override deadline is before 3:00 P.M. on Friday, April 12, 2024.**

## **Scheduling and Level Changes**

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

Selecting courses is the combined responsibility of the student, parent, teacher 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

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

**The last day to add a new course is the tenth day of school.**

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, W will be noted on the transcript. 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 and may take place once marking period grades have been recorded. 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 or courses in the same subject area grades and attendance will be transferred to the new class.

# Course Selection Guide 2024-25

## ENGLISH

- 102 World Lit I CP
- 103 World Lit I H
- 121 World Lit II CPB
- 122 World Lit II CP
- 123 World Lit II Adv.
- 126/226 Humanities H
- 131 American Lit CPB
- 132 American Lit CP
- 137 AP Eng. Lang/Comp
- 141 Senior English CPB
- 142 Senior English CP – Psychology & Lit
- 143 Senior English CP Dystopian Lit
- 148 Senior English CP Self in Lit Today
- 149 AP Literature and Composition
- 150 Creative Writing CP#
- 151/152/153 Creative Writing Honors II/III/IV#
- 154 Journalism I CP#
- 155/156/157 Journalism Honors II/III/IV#
- 160 AP Seminar
- 162 AP Research
- 192 Yearbook CP#
- 193 Yearbook II Honors#

## SOCIAL STUDIES

- 200 African Asian Studies H
- 202 African Asian Studies CP
- 221 European History CPB
- 222 European History CP
- 223 European History Adv
- 126/226 West Civil. Humanities H
- 231 US 1 CPB
- 232 US 1 CP
- 233 US 1 Advanced
- 236 AP US History
- 237 AP European History
- 241 US 2 CPB
- 242 US 2 CP
- 243 US 2 Honors
- 245 The American Experience Honors
- 252 Contemp Issues & Leadership CP#
- 253 Contemp Issues & Leadership I Hon#
- 257 Sociology CP # Sem
- 258 Anthropology CP# Sem
- 259 AP Psychology
- 262 Criminal Law/Justice CP# Sem
- 269 AP US Gov & Politics
- 287 US Hist. & Culture I- Beginning CP
- 288 US Hist. & Culture I- Intermediate CP
- 289 US Hist. & Culture I – Proficient CP

## ELL

- 167 Lang Arts 1 CP
- 168 Lang Arts 2 CP
- 169 Lang Arts 3 CP
- 185 ELL 1 CP
- 186 ELL 2 CP
- 187 ELL 3 CP

## MATHEMATICS (∞)

- 322 Geometry CPB∞
- 342 Algebra 1 CP∞
- 344 Geometry CP∞
- 346 Geometry H∞
- 351 Algebra 2/Trig CPB∞
- 354 Algebra 2/Trig CP∞
- 359 Algebra 2/Trig H∞
- 362 Trigonometry CP∞
- 365 Statistics CP
- 366 Precalculus CP∞
- 369 Precalc/Limits H∞
- 370 Discrete CP∞
- 375 AP Statistics∞
- 376 Calculus CP∞
- 377 AP Calculus BC ∞
- 378 AP Calculus AB ∞
- 379 AP Comp. Science Principles #
- 381 Programming in Python CP #∞
- 383 Cybersecurity CP #∞
- 382 Web Des./Mobile Apps H#∞
- 390 AP Computer Science A #∞

## SCIENCE (∞)

- 405 Phys Science CP∞
- 421 Physical Sci. H
- 430 Biology CP ∞
- 431 Biology CPB∞
- 432 Biology H∞
- 422/423 Phys Sci /Biology H∞
- 435 AP Bio ∞
- 440 Physics CP∞
- 445 Physics H∞
- 450450S AP Physics C: Mechanics∞  
Electricity and  
Magnetism∞
- 460 Chemistry CP∞
- 464 Chemistry H∞
- 468 Chemistry CPB∞
- 472 AP Chem∞
- 475 Org. Chem/NeuroScience Hon
- 483 Forensics CP∞
- 481 Anatomy/Physio CP∞
- 480 Sci., Tech & Pub. Policy CP#∞

- 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 CP
- 493 Chinese 2 CP
- 494 Chinese 2 H
- 495 Chinese 3 CP
- 496 Chinese 3H
- 497 Chinese 4 CP#
- 498 Chinese 4 H#
- 499 Chinese 5 H#
- 500 AP Chinese#
- 501 French 1 Adv
- 502 French 1 CP
- 503 French 2 CP
- 506 French 2 H
- 512 French 3 CP
- 516 French 3 H
- 522 French 4 CP#
- 526 French 4 H#
- 528 AP French 5#
- 529 French 5 H#
- 531 Spanish 1 CPB
- 532 Spanish 1 CP
- 541 Spanish 2 CPB
- 542 Spanish 2 CP
- 546 Spanish 2 H
- 551 Spanish 3 CPB
- 552 Spanish 3 CP
- 556 Spanish 3 H
- 561 Spanish 4 CP#
- 566 Spanish 4 H#
- 569 Spanish 5 H#
- 570 AP Spanish#
- 533 Italian 1 CP
- 534 Italian 2 CP
- 535 Italian 2 H
- 536 Italian 3 CP
- 537 Italian 3 H
- 538 Italian 4 H#

## PHYSICAL EDUCATION/ FAMILY LIFE/ DRIVER ED

- 801 PE/Family Life 9
- 802 PE/Drivers Ed 10
- 803 PE/Family Life 11 804 PE  
4/Family Life 12
- 835 Teen Pep CP
- 845 Peer Leadership CP

## ART

- 615 Art Experience CP \*
- 620 Digital Art CP \*#
- 622 Photography CP \*
- 623 Painting CP \*
- 624 Drawing CP \*
- 629 3-Dimensional Designs CP \*
- 633 Computer Animation H\*
- 642 Art Portfolio H\*
- 643 AP Studio Art\*
- 644 AP Art History

## PERFORMING ARTS

- 630 Public Speaking 1 CP\*
- 632 Public Speaking 2 Honors\*
- 634 Acting 1 CP\*@
- 636 Acting 2 Honors
- 638 Acting 3 Honors

## MUSIC

- 654 Concert Choir CP \*@
- 654A Concert Choir Advanced\*#@
- 655 Mixed Choir Honors
- 658 Treble Choir Honors
- 660 Digital Music Prod CP \*#@
- 663 AP Music Theory CP
- 664 Symphony Orchestra CP \*@
- 664A Symphony Orchestra Adv\*#@
- 665 Philharmonic Orchestra H\*#@
- 670 Band CP\*@
- 672 Band H\*@
- 684 Guitar 1 CP\*@
- 685 Guitar 2 CP\*@

## BUSINESS

- 711 Pers. Financial Lit CP^ Sem
- 711V Personal Finance Hybrid  
^Sem
- 714 Accounting 1 CP#^ Year
- 716 Accounting 2 H# Year
- 718 Business Law H# Year
- 720 Economics CP#^ Year
- 723 Entrepreneurship CP#^
- 725 Intro to Business# ^Sem
- 726 Marketing CP#
- 728 AP Econ: Macro & Micro^#
- 729 Business Seminar Honors#

## MEDIA, TELEVISION and VIDEO PRODUCTION

- 671 Stagecraft Design/Prod.I CP  
#@
- 673 Stagecraft Design/Prod II Hon  
#@
- 674 Stagecraft Design Prod III  
Hon#@
- 675 Stagecraft Design Prod IV  
Hon#@
- 676 MTV 1 CP #∞
- 677 MTV II Hon#∞
- 678 MTV III Hon#∞
- 679 MTV IV Hon#∞

## MISCELLANEOUS 21<sup>ST</sup> OFFERINGS

- 620 Digital Art CP \*#
- 660 Digital Music Prod CP \*#@
- 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#
- 192 Yearbook# CP
- 252 Contemp Issues & Leader  
CP#
- 253 Cont. Issues & Leader I Hon#
- 379 AP Comp. Science Principles #
- 381 Programming in Python #∞
- 383 Cybersecurity CP #∞
- 382 Web Design/Mobile Apps  
H#∞
- 390 AP Computer Science A #∞

## TECHNOLOGY #

- 781 Architecture CP #∞
- 794 Engineering CP #∞
- 795 Robotics and Machines H #∞

## FAMILY AND CONSUMER STUDIES

- 740 Experiences with Foods CP #
- 742 Regional Cuisine CP #
- 745 Psychology CP # (Sem)
- 748 Child Psychology CP#
- 749 Child Psychology H#
- 750 Child Psych Capstone Hon

## STUDY SKILLS

- 919 Study Skills 9/10
- 921 Study Skills 11/12
- 922 Study Skills 11/12 Sem 1
- 923 Study Skills 11/12 Sem 2
- 930 World Literature
- 932 World Literature 2
- 934 American Literature
- 936 Senior English
- 940 World History
- 942 US I History
- 952 PFL
- 954 Algebra 1
- 956 Geometry
- 958 Algebra 2
- 962 Physical Science
- 970 Transition 9
- 972 Transition 10
- 974 Transition 11 (WBL)
- 976 Transition 12 (WBL)

- \* **Visual and Performing Art**
- # **21<sup>st</sup> Century Life and Careers, or  
Career-Technical Education**
- ^ **Personal Financial Literacy**
- ∞ **STEM ACADEMY**
- @ **PERFORMING ARTS ACADEMY**

**Four-Year Program Plan Worksheet For:** \_\_\_\_\_

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.

<b>Req</b>	<b>Subject</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>4 Years</b>	<b>English (LA for ELL students)</b>				
<b>3 Years (Including Algebra 1 &amp; Geometry)</b>	<b>Math</b>				
<b>4 Years</b>	<b>History</b>				
<b>3 Years</b>	<b>Science</b>				
<b>2 Years</b>	<b>World Language (ELL)</b>				
<b>Every Year</b>	<b>Physical Education</b>				
<b>1 Year</b>	<b>Electives Fine/ Performing Arts</b>				
<b>1 Year</b>	<b>Electives 21<sup>ST</sup> Century Life and Careers</b>				
<b>½ year</b>	<b>Economics or Financial Literacy</b>				
<b>Towards 120 Credits and Beyond</b>	<b>Additional Electives</b>				
<b>Study Skills</b>					
<b>120 Req.</b>	<b>Total Credits</b>				

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requirements is available through the Guidance Department and the [NCAA Eligibility Center website](#).