

2024/2025

Program of Studies



Glen Ridge High School

200 Ridgewood Avenue
Glen Ridge, NJ 07028

Glen Ridge Public Schools

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PROGRAM OF STUDIES: 2024/2025

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Cover photo — Phoebe Brooks

PROGRAM OF STUDIES: 2024/2025

Welcome to the 2024/2025 school year! Our goal at **Glen Ridge High School** is to provide students with a host of opportunities to explore interests as they satisfy requirements for graduation and prepare for post-secondary experiences. Courses are offered at multiple levels to accommodate the needs of diverse learners. The programs support our vision of developing lifelong learners equipped with the ability to think critically, evaluate different perspectives, and communicate a position based on evidence.

Programs continue to grow and evolve to engage our students. Recent updates include:

- ▶ New opportunities for earning **dual enrollment credits** from NJIT when taking Engineering II Honors (p. 31).
- ▶ Expanding elective offerings with the addition of **Robotics II** (p. 32) and **Darkroom Photography Honors** (p. 30).
- ▶ Upper classmen in the Concert Band program will have an option to earn Honors credits through a new partnership with William Paterson University (p. 29).
- ▶ The **Computer Science Department** was recognized by the College Board with its Female Diversity Award. The distinction is for our efforts with expanding young women's access to AP Computer Science A during the 2022-2023 school year. The award is for reaching 50% or greater female representation in the APCS classroom. Students and faculty in the CS program are also leading GRHS with how to incorporate Artificial Intelligence tools in the curriculum across disciplines, as well as developing District policy and best practices related to AI technology.
- ▶ The **Science Department** is rolling out updated curriculum for grades 9-12. The process began last Fall and continued through the Summer as part of the five-year curriculum review cycle. While the process did not yield new courses, the revisions are designed to continue aligning programs with updates to the New Jersey Student Learning Standards.
- ▶ We're expanding opportunities for Seniors to gain valuable leadership and real-world experience as they prepare for their post-secondary goals through **Option II** (p. 36). The New Jersey Department of Education allows local school districts to develop programs for students to earn credits outside the traditional classroom setting. We create schedules that afford flexibility to leave campus for an internship or take on a mentoring role in the building. Option II currently features two pathways: **Career Exploration Internship** and **Teacher's Assistant**. Both can be taken to satisfy the graduation requirement for 21st Century Life & Career Skills.

Updating the Program of Studies is truly a collaborative process. I would like to thank the faculty and guidance counselors for their input with the revisions, and Ms. Aumack for her assistance with copyediting. Mr. Phillips, Ms. Boswell, and the Board of Education Curriculum Committee for their support as we continually improve our programs.

Sincerely,

John W. Lawlor

MISSION STATEMENT

Partnered with a supportive community, the Glen Ridge Public Schools will provide all students the opportunity to achieve their full individual potential through a dynamic, stimulating and challenging educational program, aligned to the New Jersey Learning Standards, that fosters respect, prepares students for life-long learning and enables students to contribute as citizens in an ever-changing, global society.

ADMINISTRATIVE NOTE

The Program of Studies is designed to help the student select courses which reflect areas of personal interest and provide direction in the planning of a four year sequence of courses which satisfy the New Jersey State high school graduation requirements and the requirements of the Glen Ridge Board of Education. The information for each course in each department gives the grade level, length of course, number and type of credits awarded, a brief description of the material to be covered in the course, and any prerequisites necessary to be completed prior to the start of the course. You will find the Program of Studies informative and useful and it is requested that you utilize this information in conjunction with teacher and counselor recommendations in planning your child's academic program. Please note, all changes in student course requests must be made prior to **April 5, 2024**. This allows us to balance classes as well as order the correct amount of supplies and books.

This guide is meant to provide the student and parents with as much information as possible regarding courses and course selection at **Glen Ridge High School**. However, some information may be subject to change subsequent to the printing and distribution of this booklet.

Please read the information carefully. We encourage you to consult with the teachers, school counselors, and administrators who are committed to the principle that every student will have realistic and successful educational experience at **Glen Ridge High School**.

DEPARTMENT of GUIDANCE & COUNSELING SERVICES

The [Glen Ridge High School](#) Guidance Department plays an integral role in supporting students, their families, and our school community. They provide academic support, assist with college and career planning, and promote social/emotional well-being. Counselors are advocates for students who help guide them through a successful high school experience.

Our team strives to stay current with the latest counseling trends. Counselors visit college campuses, attend workshops, and maintain memberships in professional organizations. They eagerly share this knowledge with students and parents during individual conferences and various events throughout the year. The goal is to ensure that each student can maximize their potential, advocate for themselves, and be prepared for life upon graduation from [Glen Ridge High School](#).

OUR TEAM

High School Guidance Counselors

Each student is assigned a guidance counselor according to last name upon entering high school. Their goal is to help students navigate high school and prepare for post-secondary education. This includes everything from managing school work and scheduling, to coping with stress and developing healthy relationships. Guidance counselors also assist students and their families with the college planning process (p. 7). Services are delivered via individual conferences and group meetings. Information is communicated through a variety of platforms, starting with the parent breakfasts. They host guest speakers on a variety of topics, including college admissions and financial aid. Counselors facilitate classroom tutorials on Naviance and analyzing PSAT reports. Regular broadcasts are sent to parents, and the latest information is available on the department website. The Guidance Department office suite is staffed by Erin Follet who maintains a welcoming environment and encourages students to stop in if they have questions or require assistance.

Lindsey Deptula

Mrs. Deptula has been a School Counselor at Glen Ridge High School since 2006. Prior experience includes her position as a School Counselor at Leonia High School. She has a Bachelor's in Science from James Madison University and a Master's in Education Counseling from Fordham University. Within the department, Mrs. Deptula is responsible for Virtual High School, New Jersey Science 11 test, and High School PARCC administration, as well as serving as the NCAA Coordinator. She dedicates time to the GRHS Intervention and Referral Services (I&RS Committee) as well as the School Safety Committee. Mrs. Deptula is also a member of the Essex County School Counselor Association, the New Jersey School Counselor Association, and the National School Counseling Association.

Lawrence Rothweiler

Mr. Rothweiler has been a part of the Glen Ridge community since 2017, first by teaching History and AP Economics, and then becoming a School Counselor in 2022. He received his Bachelor's degree in History and Secondary Education from Rider University in 2015, and then his Master's in School Counseling from Montclair State University in 2021. Mr. Rothweiler is looking forward to continuing to build strong relationships with his students and with the Glen Ridge community as a whole. At the high school, Mr. Rothweiler serves as the AP coordinator, facilitator of the College fair, as well as facilitating other college related programs/presentations offered to our students and families. Additionally, Mr. Rothweiler enjoys getting involved in the GRHS sporting events, and volunteered as an assistant baseball coach starting in the 2021 season.

Oksana Rusynko

Ms. Rusynko is the newest member of the GRHS school counseling department, as of September 2021. This will be her 9th year as a school counselor, with prior experience at Jefferson Township Middle School and Randolph High School. She earned her Bachelor's degree from the University of Delaware, her Master's in Education in Professional Counseling from William Paterson University, and has earned credits towards her College Counseling Certificate from UCLA. Ms. Rusynko has truly developed a passion for helping students learn about themselves and discover their passions early on, to help them through the process of post-secondary planning. She cannot be more excited to join the Glen Ridge school community to continue her professional career and work with students through such a pivotal time in their lives.

Here at Glen Ridge High School, Ms. Rusynko will serve as the coordinator for PSAT's, Scholarships, NJ Governor's School, and Financial Aid Night. Outside of the Guidance Office, Ms. Rusynko looks forward to getting involved in student events and activities and immersing herself in the Glen Ridge community culture.

(Continued)

OUR TEAM

Middle School Guidance Counselor

Being a grades 7-12 school, the Middle School Guidance Program is critical to assisting students with transitions, and preparing them for high school. The goal of services at this level is promoting social emotional well-being, developing autonomy, and adjusting to the rigors of the academic programs. Students are also introduced to Naviance by completing the personality and career assessments.

Lori Mundy

Mrs. Mundy joined Glen Ridge Middle School/High School as the social-emotional learning counselor. This year, she is excited about her new role as the middle school counselor. Mrs. Mundy attended Caldwell University where she earned her Bachelor's degree in psychology and a Master's degree in counseling with a specialization in school counseling. She also completed a post-Master's professional counselor licensing program at Caldwell University and is a certified license associate counselor (LAC). Mrs. Mundy brings extensive experience working with students from grades K-12. Her philosophy is student-centered and solution-focused, supporting a comprehensive counseling program that addresses the academic, career, and personal/social development of all students.

Tier 2 Guidance Counselor

The Tier 2 Guidance Counselor works with students in grade 7 – 12 who need additional social-emotional and academic support. Students can be referred by parents, teachers, guidance counselors, administrators, or the school nurse, and then reviewed by the I&RS Committee. The Tier 2 Counselor also facilitates programs to address the mental health needs of all students.

Jill Landgraber

Ms. Landgraber has worked as school counselor at Glen Ridge High School since 2009. She has served as both a Middle and High School Counselor before transitioning to her new role as Tier 2 Guidance Counselor. She is a graduate of Fairfield University, and then went on to get a Master's Degree in School Counseling from Rider University and then another Master's Degree in Educational Leadership from Montclair State University. She oversees the Middle School Intervention and Referral Services committee, as well as all scheduling and testing for middle school students. She also implemented a Senior Field Experience program that allows seniors to participate in internships or community service projects at the completion of their senior year. Her favorite part of her job, however, is working directly with students and helping them navigate their time at GRHS. Outside of the counseling office, she co-teaches the Peer Leadership program and is advisor to the High School Sharing the Arts club, National Honor Society, Middle School Girls Learn International club and the Middle School Mentors club. Her proudest personal accomplishment is running the NYC marathon.



Junior Year

<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
<ul style="list-style-type: none"> Review your high school plan Continue developing your high school resume by taking on leadership roles with extracurricular activities Sign up to meet with admission reps 	<ul style="list-style-type: none"> PSATs Review your high school plan Continue developing your high school resume Attend Financial Aid workshop GRHS College Fair 	<ul style="list-style-type: none"> SAT Keep up grades Keep involved in activities Begin to explore college 	<ul style="list-style-type: none"> SAT/ACT Get back results of PSAT's Begin to investigate summer programs Meet with counselor about your questions Guest speakers
<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>
<ul style="list-style-type: none"> Begin preparation for SAT/ACT Begin planning college visits Junior conference with counselor and parents 	<ul style="list-style-type: none"> ACT SAT/ACT preparation SAT registration: www.collegeboard.com ACT registration: www.ACT.org Register for NCAA eligibility (if applicable) 	<ul style="list-style-type: none"> SAT Continue post-HS planning with counselor Contact college to set up visits Continue SAT/ACT prep Register for challenging courses for senior year and explore post-HS options 	<ul style="list-style-type: none"> ACT College visits during Spring Recess SAT prep as needed
<u>May</u>	<u>June</u>	<u>July</u>	<u>August</u>
<ul style="list-style-type: none"> SAT College visits AP Exams Work on draft of autobiographical essay, resume Ask teachers for recommendation letters 	<ul style="list-style-type: none"> ACT/SAT Contact colleges for summer interview and visits Finalize summer plans 	<ul style="list-style-type: none"> ACT Visit colleges Start to finalize list of colleges Summer programs SAT prep ACT prep 	<ul style="list-style-type: none"> SAT Visit colleges SAT/ACT prep as needed Begin working on applications, essays, resume, etc.

Senior Year

<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
<ul style="list-style-type: none"> ACT ACT/SAT Prep if needed Attend college fairs/ Visit colleges Request recommendations from counselor and teachers Finalize college essay Group and individual counseling: Naviance, finalize college list 	<ul style="list-style-type: none"> ACT/SAT Attend Financial Aid workshop Gather & process applications Check Early Decision/Early Action Deadlines. Request school's transcripts and info be sent to each college. GRHS College Fair Start FAFSA application 	<ul style="list-style-type: none"> SAT College visits Process applications Check Early Decision/Action application deadlines SAT Prep as needed 	<ul style="list-style-type: none"> ACT/SAT Work on applications. Have College Board send scores to colleges. Request school's transcripts and info be sent to each college.
<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>
<ul style="list-style-type: none"> Finalize all applications Complete FAFSA 	<ul style="list-style-type: none"> Midyear grades sent to your colleges 	<ul style="list-style-type: none"> Colleges notify seniors 	<ul style="list-style-type: none"> Send deposit to college you will attend—deadline is May 1st Don't forget housing deposit
<u>May</u>	<u>June</u>	<u>July</u>	<u>August</u>
<ul style="list-style-type: none"> Keep up grades AP Exams 	<ul style="list-style-type: none"> GRADUATION!!! 	<ul style="list-style-type: none"> Shop, pack, relax, enjoy! 	<ul style="list-style-type: none"> You're on your way Freshman!

SCHEDULING PROCESS & TIMELINE

The scheduling process at GRHS begins after the completion of **Marking Period 2**. Teachers enter course recommendations for next year. Class Meetings are held in early February to discuss the scheduling process and to present new courses, information, and procedures. In February, student's course selections are available on Skyward - Family Access. Parents should review the course selections with their child.

Beginning in March, the guidance counselors will be meeting with students to discuss the following year's course options and to distribute the course selection sheets. Counselors meet with students individually to review the course offerings and finalize their course selection.

Some students may not be able to be scheduled for all their course choices. Due to scheduling constraints (enrollment, number of electives, etc.), students may have conflicts that cannot be resolved or be closed out of courses. Every effort will be made to accommodate the student's requests.

Schedules for the 2024-2025 school year will be available to students through Family Access in June.

Move up day is scheduled for **June 16th**, where students will have an opportunity to walkthrough their 2022/2023 schedule and meet teachers.

PROCEDURES for ADDING/DROPPING CLASSES

Every attempt is made to place the student in each course he/she requests. However, the volume of student requests or classroom utilization may deem it necessary to place the student in an alternate course choice. Ability to honor requests is determined by the number of available seats in each class. On occasion, students enroll in a course and later decide to drop the course. If a student enrolls in a similar course the following process will be implemented:

Grade Policy for Adding/Dropping:

- After the **1st Marking Period** there will be an official withdrawal on the report card (WP or WF, Withdraw Pass or Withdraw Fail).

Completion of 0-2 Weeks

No grades will be carried over to the new class. Students should be given sufficient time to make up missed assessments.

Completion 3-8 Weeks

The student's grade will be transferred into the new class. The grade in the course they are withdrawing from should represent an equivalent percentage of the grade for the class they are entering.

Completion 9-11 Weeks

The student's grade from the dropped class will be the grade for the marking period in the added class. The student will take any remaining assessments in the added class in order for the teacher to assess their current understanding of the material. Students dropping an honors course and enrolling in a college prep course will have their average weighted when their grades are transferred.

ADVANCED PLACEMENT COURSES

If you are planning to register for one or more Advanced Placement (AP) courses, consider the following information:

1. AP courses generally require at least one hour of homework per night (this includes weekends and vacations). Keep this in mind as you decide upon all your courses, including other AP courses.
2. AP courses are equivalent to college courses. They are extremely rigorous and demanding. These courses **will impact** your time to participate in extracurricular activities.
3. Some students who are accustomed to receiving A's may receive B's and C's in AP courses.
4. AP courses will require demanding summer assignments as preparation for the school year. These assignments may include, but are not limited to: reading, written analysis, journal writing, problem solving, speaking exercises, etc. The nature of the summer assignment is dependent upon the course discipline.
5. AP students are required to take the AP exam in May. Students who do not take the May exam will not receive AP credit or weight on their transcript.
6. Students enrolling in Advanced Placement courses will be responsible for paying their AP exams fee. The fee for each AP exam is \$94.00 for the 2024-2025 year.

GUIDELINES for COURSES TAKEN OUTSIDE of GRHS

Glen Ridge High School recognizes alternative educational settings as viable methodologies for the delivery of instruction. Alternative settings may provide the opportunity for students to accelerate curriculum (enrichment/advancement), to complete curriculum (remediation/summer school), and to provide learning opportunities in areas not available to the student due to scheduling or uniqueness of offering. Courses from alternative educational settings may be considered due to the following:

1. A course that is not offered at GRHS.
2. A student cannot take a course offered at GRHS due to unavoidable and irresolvable scheduling conflicts.
3. A course will serve as a supplement to extend instruction to students who are unable to attend classroom instruction.
4. In unique situations where there is consensus among student, parent, and administration that, due to the specific needs of a student, whether to accelerate and reinforce learning or for advanced learning opportunities, the student would require additional services.

In addition the following guidelines will be in place for all courses taken outside of GRHS:

1. Students must complete the Non-GRHS Course Request Form, which includes sign-off by the students' School Counselor.
2. All costs involved with outside courses will be the responsibility of the student and his/her family.
3. The course must be taken from an accredited learning institute.
4. Students who take courses to advance in their academic program must demonstrate proficiency in the required courses before receiving credit. Proficiency is demonstrated by achieving a grade of "B" or higher on the GRHS department approved exam. There will be one day designated towards the end of the summer to take these exams. These dates must be approved by the Guidance Department prior to the last day of the school year in order to ensure a proper testing setting.
5. All Course work that fulfills these requirements will receive credits towards graduation, courses will be placed on the student's transcript with a TRANSFER designation, and the final grade will not be calculated into the student's grade point average.

ACADEMIC STUDY HALL

Academic Study Hall is a pass/fail course designed to assist students who need assistance in making a transition to the academic work of Glen Ridge High School. Eligibility for placement in this course requires a 504 plan or referral to I&RS, as it is a Tier 3 Intervention. The course is staffed by a team of teachers who serve different disciplines in order to offer a range of assistance across different needs. Students placed in Academic Study Hall have a demonstrated need for academic assistance with goal setting, organization, work completion, and study skills. The environment is meant to provide regular opportunities for one-on-one work with teachers as well as small group instruction. The aim of the course is to move towards greater independence, allowing students the opportunity to exit from the course once they have met expected progress in their academic coursework.

Placement criteria:

Students in Academic Study Hall have a demonstrated need for further assistance with academic work. Students are recommended for the course due to challenges that may include below-average grades, challenges with organization and work completion, lack of motivation, and below proficient standardized test scores. Placement is determined through input from administration, guidance, the Intervention and Referral Services Committee

Exit criteria:

Teachers in Academic Study Hall track student progress through regular documentation of grades and behavior. Students who achieve honor roll grades over the course of a marking period will exit the class and take one of the rich elective course offerings available to middle school students. This recommendation demonstrates an achievement to be celebrated. It is a recognition that the student has made a successful transition to the academic year, and is ready to handle work without additional assistance.

ATTENDANCE POLICY

In order for the Board of Education to fulfill its responsibility to provide a thorough and efficient education for each student, the complete cooperation of parents/guardians and students is required to maintain a high level of school attendance.

The frequent absence of students from classroom learning experiences or tardiness to class disrupts the continuity of the instructional process and limits the ability of students to complete the prescribed curriculum requirements successfully. Regular attendance is important in establishing a good pattern for adult life. Please refer to the Student Handbook for more information about the attendance policy and requirements for earning course credit. https://drive.google.com/file/d/1Xawg_WL9mWaiqkS6IWmn6zCT64SEPXJv/view

GRADE POINT AVERAGE

A student's grade point average (GPA) is determined by multiplying the quality point equivalent for each grade received by the number of credits for that course. The sum of quality points divided by the sum of the credits for all courses taken yields the GPA.

MARK	AP COURSES	HONORS COURSES	ALL OTHER COURSES
A+	5.25	4.75	4.25
A	5.00	4.50	4.00
A-	4.75	4.25	3.75
B+	4.25	3.75	3.25
B	4.00	3.50	3.00
B-	3.75	3.25	2.75
C+	3.25	2.75	2.25
C	3.00	2.50	2.00
C-	2.75	2.25	1.75
D+	2.25	1.75	1.25
D	2.00	1.50	1.00
D-	1.75	1.25	0.75
F	0.00	0.00	0.00

RANKING

As of September 1997, the Board of Education eliminated class of rank at Glen Ridge High School.

ACADEMIC WAIVERS

During the scheduling period each year, students are counseled individually and advised to register for the most appropriate courses. Some students, however, elect to take classes for which they have not been recommended. In those cases, students who meet a minimal requirement can request a waiver form from the Guidance Department. When the form is returned with School Counselor, student, and parent signatures, the School Counselor will enroll the student in the requested course. **Students not recommended for Honors and/or AP courses must meet the following minimum standard of achievement at the time of scheduling in order to waive into those courses:**

AP Waiver

Student currently enrolled in Honors Class: B
Student currently enrolled in College Pep. Class: A

Honors Waiver

Student currently enrolled in Honors Class: C+
Student currently enrolled in College Prep. Class: B+

The deadline for submitting waiver forms is April 5th.

GRADUATION REQUIREMENTS

The State of New Jersey has mandated that each school district establish administrative regulations and procedures for certifying all students who graduate or who are otherwise eligible for a State of New Jersey diploma codified as N.J.S.A. 18A:7A-1 et seq., regulated in N.J.A.C. 6:8-7.1 and N.J.A.C 6A:8-5.1(a) 1v and of the Board of Education of Glen Ridge. All Glen Ridge High School students must have earned a **minimum of 122.5 credits** in the areas listed below as a high school graduation requirement.

Core Curriculum Content	Minimum Course and Credit Requirement
Language Arts Literacy	A minimum of 20 credits (5 credits each year); including English 9, 10, 11, 12 or the content equivalent
Mathematics	A minimum of 20 credits (5 credits each year); including: <ul style="list-style-type: none"> ▶ Algebra I or the content equivalent; ▶ Geometry or the content equivalent; ▶ Third and Fourth years of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers
Social Studies	A minimum of 20 credits (5 credits each year); including: <ul style="list-style-type: none"> ▶ 10 credits of United States History; ▶ 5 credits of World History; ▶ 5 credits of a Social Studies elective
Science	A minimum of 20 credits (5 credits each year); including: <ul style="list-style-type: none"> ▶ 5 credits in laboratory Biological/life science or the equivalent, ▶ 5 credits in Chemistry ▶ 5 credits in Physics ▶ 5 credits of a science elective
World Language	A minimum of 10 credits
Visual & Performing Arts	A minimum of 5 credits
21st Century Life & Careers, or Career-Technical Education (includes 2.5 credits of Computer Science)	A minimum of 5 credits
Financial Literacy	A minimum of 2.5 credits
Physical Education	1.25 in Health/Drivers Education each year of enrollment. 3.75 in Physical Education each year in enrollment.

Technological literacy, consistent with the NJSLs, integrated throughout the curriculum.

STANDARDIZED ASSESSMENTS

The New Jersey State Department of Education (NJDOE) requires all students enrolled in grade 9 take the **New Jersey Student Learning Assessments (NJSLA)** for English and Mathematics (Algebra I). The tests are computer-based and administered in May during the school day. Please refer to the section on graduation requirements for more information on the NJSLA and standardized test alternatives (p. 13).

New Jersey Student Learning Assessment-Science (NJSLA-Science) is administered in May and must be taken by all students enrolled in 11th grade.

Advanced Placement (AP) examinations are administered in May according to the College Board Schedule.

The **PSAT/NMSQT** is offered once a year in October. Glen Ridge High School administers the PSAT to all sophomores and juniors. The PSAT/NMSQT is a non-college-reported test score used as a practice test. It also qualifies juniors as National Merit Scholarship recipients. While it is open to all grade levels, all juniors are advised to take the PSAT. Summer enrichment programs such as Governor's School, the New Jersey Scholar Program, and many others require PSAT results for participation, sophomores are encouraged to take the PSAT in October of their sophomore year. Sophomores who take the PSAT should also plan to take it again in their junior year.

***NEW for the Class of 2023—2025: All Juniors must take the **New Jersey Graduation Proficiency Assessment (NJGPA)** for English and Mathematics. The assessment will be aligned to the NJSLs for grade 10 ELA, Algebra I, and Geometry, and delivered on the same platform as the NJSLA.

The following information and charts are pulled directly from the New Jersey Department of Education website and feature the current list of standardized test requirements for high school .

Class of 2024—2025

	<u>English Language Arts/Literacy (ELA)</u>	<u>Mathematics</u>
1st Pathway: Demonstrate proficiency on the NJGPA	<ul style="list-style-type: none"> ▪ New Jersey Graduation Proficiency Assessment—ELA 	<ul style="list-style-type: none"> ▪ New Jersey Graduation Proficiency Assessment—Mathematics
2nd Pathway: Demonstrate proficiency on one of the alternate assessments by meeting the designated cut scores (TBD). Student must have completed the NJGPA in grade 11.	<ul style="list-style-type: none"> ▪ NJSLA/PARCC ELA in grades 9 ▪ SAT Critical Reading (taken before 3/1/16) ▪ SAT Evidence-based Reading or Writing Section (taken 3/1/16 or later) ▪ SAT Reading Test (taken 3.1.16 or later) ▪ ACT Reading or ACT PLAN reading* ▪ Accuplacer WritePlacer ▪ Accuplacer WritePlacer ESL ▪ PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) ▪ PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) ▪ ACT Aspire* ▪ ASVAB-AFQT Composite 	<ul style="list-style-type: none"> ▪ NJSLA/PARCC Algebra I ▪ NJSLA/PARCC Geometry ▪ NJSLA/PARCC Algebra II ▪ SAT Math (taken before 3/1/16) ▪ SAT Math Section (taken 3/1/16 or later) ▪ SAT Math Test (taken 3/1/16 or later) ▪ ACT or ACT PLAN Math ▪ Accuplacer Elementary Algebra ▪ Next-Generation Accuplacer Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) ▪ PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) ▪ PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) ▪ ACT Aspire Math* ▪ ASVAB-AFQT
3rd Pathway: Proficiency on Portfolio Appeals. Student must have completed the NJGPA in grade 11.	<ul style="list-style-type: none"> ▪ Meet the Criteria of the NJDOE Portfolio Appeal for ELA 	<ul style="list-style-type: none"> ▪ Meet the Criteria of the NJDOE Portfolio Appeal for Math

* Tests marked with an asterisk are no longer administered by but can be used for the graduation assessment requirements.

ENGLISH DEPARTMENT

The English program is a continuing study of literary genres and the development of writing, speaking and thinking skills. Students today, more than ever, need to develop facility and confidence in writing, to articulate and support a point of view and to verbalize their opinion in a clear and concise way. A course of study should encourage this communication. In addition, students should feel comfortable analyzing works of literature, the writing of their peers and their own works.

English 9

Grade: 9

5.0 ENGLISH credits

Prerequisite: Eighth Grade English and completion of summer reading assignment.

English 9 College Prep (CP) is a challenging course designed to develop students' reading and writing skills for high school and beyond. The emphasis in this course is on skills for high school and beyond. A genre approach to literature incorporates the study of short stories, speeches, drama, poetry, and novels into the course. The curriculum focus stresses the development of critical thinking, personal expression, reading comprehension and writing skills.

English 9 Honors

Grade: 9

5.0 ENGLISH credits

Prerequisite: A grade of "B+" or better in English 8, teacher recommendation, and completion of the summer reading assignment.

The 9th Grade English Honors program challenges students with an advanced genre-based curriculum that integrates literature, writing and additional enrichment from outside educational resources. Successful completion of this course requires high-grade performance, self-motivation, and achievement. Critical thinking and reasoning skills are essential and must be demonstrated through both writing and class participation.

English 10

Grades: 10

5.0 ENGLISH credits

Prerequisite: English 9 and completion of summer assignment.

American literature emphasizes the diversity and cultural richness of the American experience. Reading selections are organized chronologically to present the literature of the United States in a historical context. The number and variety of selections, from traditional to contemporary, offer choice and flexibility in meeting curriculum requirements, as well as students needs and interests. Students are given the opportunity to express themselves as American thinkers within the context of the rich American heritage. The curriculum stresses critical thinking, problem-solving, personal expression, cooperative learning, awareness of the changing American character and an understanding of the challenges of the past and present.

English 10 Honors

Grade 10

5.0 ENGLISH credits

Prerequisite: A grade of "B+" or higher in English 9 CP, teacher recommendation, and completion of summer assignment.

English 10 Honors traces the development of American Literature from the journals of explorers and Native Americans to the present day for analysis and evaluation of literature to the present day. Through a rigorous study of all genres of literature, students will build the expressed through expository and comparative writing as well as scholarly creative projects. Students in the honors level course read more extensively, study and discuss in greater depth and write more comprehensive essays. Students who demonstrate a genuine commitment to learning and sensitivity to literature should benefit from this advanced program.

Grade 9

- English 9
- English 9 Honors

Grade 10

- English 10
- English 10 Honors

Grade 11

- English 11
- English 11 Honors
- AP English Language or Literature

Grade 12

- English 12
- AP English Language or Literature

Graduation Requirements

- Four Years
- 20 Credits

English Department Electives

- Creative Writing
- Advanced Creative Writing I & II
- Journalism I & II
- Public Speaking

English 11

Grade: 11

5.0 ENGLISH credits

Prerequisite: English 10 and completion of summer reading assignment.

English 11 CP is a challenging course designed to develop students' reading and writing skills for high school and beyond. The course recognizes that students have gained a growing awareness of the world and that they should be prepared to discuss complex global topics. The course will use anchor texts from classic literature paired with essential themes relevant to science, technology, government, freedom, and personal identity. Literary texts will be paired with corresponding non-fiction topics relevant to contemporary society. Students will produce writing assignments that require close reading of literary texts. In addition, students will read news articles and editorials in order to comprehend a variety of perspectives on a complex news topic, and then produce their own editorial responses on those controversial topics.

English 11 Honors

Grade: 11

5.0 ENGLISH credits

Prerequisite: A grade of "B+" or higher in English 10, teacher recommendation and completion of summer reading assignment.

English 11 Honors is a rigorous course designed to develop students' reading and writing skills in preparation for college level work. The course recognizes that students have gained a growing awareness of the world, and that they should be prepared to discuss complex topics that arise in literature and literary non-fiction. Students will study anchor texts from classic and modern literature, which will serve to illustrate themes relevant to contemporary readers. In addition, students will read relevant non-fiction in order to comprehend a variety of perspectives on complex modern issues, then produce their own responses to the those topics.

English 12

Grade: 12

5.0 ENGLISH credits

Prerequisite: English 11 and completion of summer reading assignment.

College Prep English 12 is a survey course in World Literature. The study of World Literature spans the globe and the centuries in its representative authors. It is organized in a thematic outline and seeks to explore the recurrent questions and dilemmas of humanity since the beginning of the recorded world. Students will read works from various world cultures; students will understand connections among literary works. Expression of analysis will be through expository and comparative writing, as well as scholarly creative projects.

Advanced Placement English Language and Composition

Grades: 11, 12

5.0 ENGLISH credits

Prerequisite: Grade of "B" or higher in English 10 Honors, teacher recommendation, and completion of summer reading assignment.

The Advanced Placement English Language and Composition course is primarily a course in both effective writing and critical reading. The course emphasizes the study of a variety of writing tasks, particularly those that use language to argue and persuade. The class will study the logic of language, and reading writing that exemplifies precision and rhetorical force. Emphasis is placed on understanding and employing rhetorical devices such as Aristotelian logos, pathos, and ethos, as well as synthesis of passages to evaluate the legitimacy and purpose of sources used in research. Students will also learn to evaluate media and visually persuasive cartoons and advertisement. The

syllabus is rigorous, and students are expected to work with considerable independence as the course is designed for students who are capable of doing college-level work while still in high school. College credit may be earned for this course with successful completion of the Advanced Placement exam in the spring.

AP English Literature and Composition

Grade: 12

5.0 ENGLISH credits

Prerequisite: Grade of "B" or higher in English 11 Honors, teacher recommendation, and completion of summer reading assignment.

The Advanced Placement English Literature and Composition course engages students in the careful reading of literary works and development of critical standards for appreciation of literature. To achieve these goals, students study the individual work, its language, character, action, and themes. Emphasis is placed on structure and meaning. Additionally, students study and practice writing, learning to recognize and employ modes of discourse, and various rhetorical strategies. Through the experience of their own writing and class discussion, students learn the resources of our language, e.g., irony, syntax, and tone, and focus on critical analysis. The syllabus is rigorous, and students are expected to work with considerable independence as the course is designed for students who are capable of doing college-level work while still in high school. College credit may be earned for this course with successful completion of the Advanced Placement exam in the spring.

Creative Writing

Grades: 9, 10, 11, 12

2.5 ELECTIVE Credits

Prerequisite: None

In the Creative Writing class, students will develop an ability to express themselves in a variety of forms beyond the traditional expository writing of the English classroom. Students will become engaged in creating original poems, narratives, short stories and non-fiction pieces, incorporating the writing process. All students are encouraged to contribute final manuscripts to be published in the Glen Ridge Literary Magazine.

Advanced Creative Writing

Grades: 9, 10, 11, 12

2.5 ELECTIVE Credits

Prerequisite: Creative Writing

This course is designed to provide students who have completed the Creative Writing elective with an opportunity to pursue further creative writing coursework. Students will complete a series of creative writing exercises by selecting from possible topics, styles, and techniques and develop a final project to reflect mastery of the creative writing electives.

Advanced Creative Writing II

Grades: 10, 11, 12

2.5 ELECTIVE Credits

Prerequisite: Creative Writing, Advanced Creative Writing and Teacher recommendation.

This course will provide the student who shows exceptional interest and aptitude in writing the opportunity to continue her/his study of creative writing through an independent contract. Each student will meet with the teacher and create an individual project outline that will be completed on an independent basis. This teacher will provide periodic input concerning the student's development of writing skills, completion of goals, and progress as a writer.

Journalism I

Grades: 9, 10, 11, 12
2.5 ELECTIVE Credits
Prerequisite: None

Journalism is a class designed to enrich students with extensive knowledge about the history of journalism, the contents of a newspaper, and the many types of articles that it contains. Students will acquire proficient knowledge about sections of a newspaper through in-class activities, presentations, article writing, and involvement in The Journalist. Students will also develop an extensive knowledge of how to gather credible information, how to judge a source's credibility, and how to facilitate an interview. Through class activities and textual readings, students will obtain knowledge about how a newspaper functions, how an edition is developed, and why it is necessary to uphold a journalism code of ethics in society.

Journalism II

Grades: 9, 10, 11, 12
2.5 ELECTIVE Credits
Prerequisite: Journalism I and teacher recommendation

Journalism II is a class designed to provide students an opportunity to build upon skills learned in Journalism I and extend their knowledge of the legal and ethical issues facing journalists today. Students will hone their skills in the art of newspaper writing and production; sports, features, editorials, and review writing. Students will also develop extensive knowledge of how to write well under pressure, gather information independently and organize it effectively, and work cooperatively with peers. Through class activities and textual readings, and involvement in The Journalist students will obtain knowledge and develop critical thinking skills that they take beyond the journalism classroom and make them more intelligent consumers of the media.

Public Speaking

Grades: 9, 10, 11, 12
2.5 ELECTIVE Credits
Prerequisite: None

Public speaking is a course that provides instruction and experience in preparation and delivery of a variety of forms of communication in a public setting. The course gives students an opportunity to understand the important components of public speaking, including both verbal and nonverbal aspects of communication. Our study of public speaking will be tailored to real life situations that students may encounter in academic settings, in the workplace, and in the community. This will include instruction in prepared speeches to inform, persuade, and entertain, as well as unscripted forms of public speaking. The goal of this course is to provide students with practice, confidence, and knowledge to improve their communication skills.



SOCIAL STUDIES DEPARTMENT

The goal of the Social Studies Department is to develop informed, thinking citizens capable of understanding and participating in domestic and world affairs. The department emphasizes the development of data gathering, critical thinking, decision making, problem-solving, oral and written communication and interpersonal skills. Through a four year sequence of study the student will realize his/her civic responsibility and appreciate the merit of participation in public life.

World History

Grade: 9
5.0 SOCIAL STUDIES credits
Prerequisite: None

This course is designed to promote student understanding of what the United States considers its general European, Asian and African history and culture. This course begins with the Renaissance and includes the development of the early African Kingdoms and the growth of the Asian and Indian societies, placing emphasis upon the individual's worth and dignity. Other major areas covered include the growth of nation-states and autocratic rulers, the Age of Enlightenment, and the Age of Revolutions. Research, primary source materials, essay writing, inquiry, and multimedia sources will supplement the textbook.

World History Honors

Grade: 9
5.0 SOCIAL STUDIES credits
Prerequisite: A grade of "B+" or higher in Social Studies 8 and teacher recommendation.

The 9th grade World History Honors course is designed to challenge well-prepared students and to provide enrichment of the school-based curriculum with outside educational resources. It is supplemental to the college preparatory World History program. The honors program is structured, in part, to challenge able students with an advanced curriculum, stress critical thinking, and analytical skills. A crucial component to the course is in depth analysis of primary and secondary sources along with crafting analytical written responses.

Advanced Placement World History: Modern

Grade: 9
5.0 SOCIAL STUDIES credits
Prerequisite: Grade of "A" or higher in 8th grade Social Studies and ELA, teacher recommendation, score of Level 5 on NJSLA-ELA 7.

This course will enable the students to develop a greater understanding of evolution of the global processes and contacts, in interaction with different types of human societies. The understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. The course will cover a time period from 1200 CE to the present day. This course is designed to prepare students to participate in the Advanced Placement World History: Modern exam in May.

United States History I

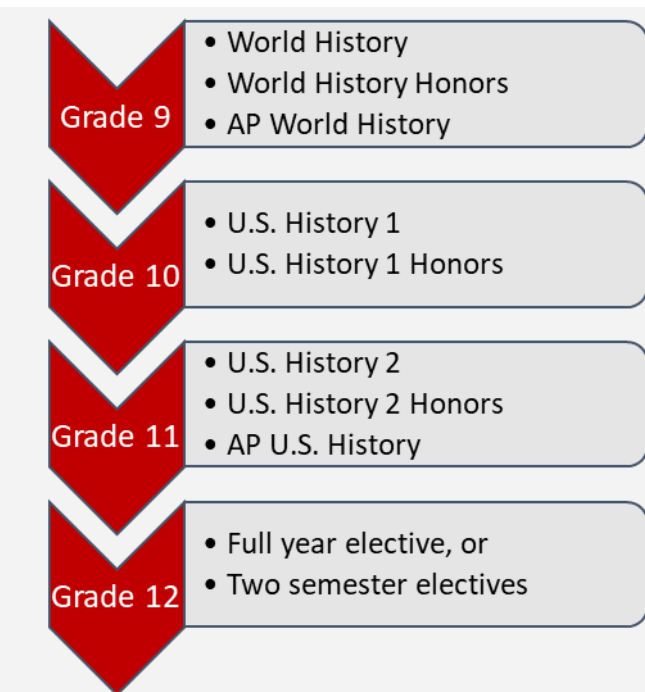
Grade: 10
5.0 SOCIAL STUDIES credits
Prerequisite: World History

United States History I is a survey course which deals with the study of American History through the 19th century. It is chronological in presentation with an emphasis on political, social, cultural, and economic developments. Skills will include note taking, application of materials in projects, reading analysis, critical thinking, and the evaluation of primary sources.

United States History I Honors

Grade: 11
5.0 SOCIAL STUDIES credits
Prerequisite: A grade of "B+" or higher in World History and teacher recommendation.

U.S. History I Honors assesses the development of the American character and values from the colonial period through the end of the 19th century. Skill development will include comparative analysis of works by acknowledged historical writers, creation of a document supported thesis and critical analysis of an historical era. This course will follow the Advanced Placement curriculum.



Graduation Requirements

- **Social Studies— Four Years, 20 Credits**
- **Financial Literacy — Semester, 2.5 Credits**

Full Year Electives	Semester Electives
AP Economics	Criminal Law
AP Human Geography	Intro to Psychology
AP Psychology	International Relations
Women & Gender Studies	Sociology

United States History II

Grade: 11

5.0 SOCIAL STUDIES credits

Prerequisite: U.S. History I

This course continues the study of the United States from the end of the 19th century to the present day. Students will continue the use of higher level thinking skills as they analyze and evaluate the economic, political, social, and cultural developments of this period. Research will include the use of primary sources, media materials and current print information.

United States History II Honors

Grade: 11

5.0 SOCIAL STUDIES credits

Prerequisite: Grade of "B+" or higher in U.S. History I, teacher recommendation, and summer assignment is required which includes reading and written analysis.

This course continues the sequence initiated with U.S. History I Honors as students proceed topically with Industrialization, Progressive Movement, American Foreign Policy, Rise of Cities, Immigration, World War I, The New Deal, World War II, The Cold War, and Postwar America. The political, economic, social, and cultural development of the United States in the twentieth century will be studied both chronologically and topically.

Advanced Placement United States History II

Grade: 11

5.0 SOCIAL STUDIES credits

Prerequisite: Grade of "B" or higher in U. S. History I Honors, teacher recommendation, and completion of summer assignment which includes reading and written analysis.

This course continues the sequence initiated with U. S. History I Honors as students proceed topically with Industrialization, Progressive Movement, American Foreign Policy, Rise of Cities, Immigration, World War I, The New Deal, World War II, The Cold War, and Postwar America. The political, economic, social, and cultural development of the United States in the twentieth century will be studied both chronologically and topically. The program emphasis will be on the development of higher order critical thinking skills, and the incorporation of primary source material in related research in the preparation of document-based essays. This course will adhere to national AP guidelines.

Advanced Placement Economics

Grades: 11, 12

5.0 SOCIAL STUDIES credits

Successful completion of this course will satisfy the Financial Literacy graduation requirement.

Prerequisite: VHS Economics recommended. Grade of "B" or higher in current Social Studies honors level class, teacher recommendation and completion of summer assignment

Advanced Placement Economics is an integrated course that prepares students to take both the AP Microeconomics Exam and AP Macroeconomics Exam. Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

Advanced Placement Human Geography

Grades: 10, 11, 12

5.0 SOCIAL STUDIES credits

Prerequisite: Grade of "B" or higher in current Social Studies honors level class, teacher recommendation and completion of summer assignment

The AP Human Geography course introduces students to the systematic study of and processes that have shaped human understanding, use and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

Advanced Placement Psychology

Grades: 11 & 12

5.0 SOCIAL STUDIES credits

Prerequisite: Intro to Psychology (strongly suggested). Recommendation from history or science teacher, grade of "A" or higher in C.P. history or science class, or "B+" or higher in Honors-level history or science.

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This is a rigorous class designed to prepare students for the AP test in May.

Criminal Law

Grade: 11, 12

2.5 SOCIAL STUDIES Credits

Prerequisite: U.S. History I and II

This course will cover the origins of the law and describe the elements of a crime, criminal liability, and the limits of the law. This course will also extensively define at the crimes of homicide, assault, battery (and related crimes), theft, burglary, robbery, and arson. Through case reviews, current events, media studies, debates, and other forms of activities and assessments, students will have the opportunity to have a practical experience with these elements of the law and the justice system.

International Relations

Grade: 11, 12

2.5 SOCIAL STUDIES Credits

Prerequisite: U.S. History I and II

Technology has brought the countries of the world closer than ever before. This course in International Relations is designed to bring students face to face with the stunning changes of recent years. Emphasis will be placed on the world since the end of the Cold War. Coverage of historical developments, social relationships, political institutions, and contemporary public policy issues will challenge students for the 21st Century.

Introduction to Psychology

Grade: 10, 11, 12

2.5 SOCIAL STUDIES Credits

Prerequisite: None

This semester course is an overview of the field of psychology and approaches the field from several different perspectives. We will examine human behavior, how psychology is relevant to our everyday lives, and how it functions as a scientific field. This class is designed as an introduction to the study of psychology and provides a foundation to the AP psychology course.

Women & Gender Studies

Grades: 11, 12

5.0 SOCIAL STUDIES Credits

Prerequisite: None

Women and Gender Studies is a class designed for curious humans who want to discover the untold side of women's history. This class places women at the center of our lessons and forces us to question the lack of representation of women in our history textbooks and classes. The class is part-history, part-current events, intermixing the story of women since antiquity (matriarchy! goddesses! queens!) with the realities that women face in our modern times, both in the United States and globally. This course evaluates how women have been treated throughout history, and how those experiences—both positive and negative ones—differ for women due to the intersections of race and socio-economic levels. Your goal is to figure out how we can learn from the mistakes of our past to build a stronger and more empowered Feminism for the future.

Sociology

Grade: 11, 12

2.5 SOCIAL STUDIES Credits

Prerequisite: U.S. History I and II

Sociology is the logical and systematic study of individuals and their relationships to the groups which influence them. The course defines roles of individuals and their relationships with an ever-changing world population. Special emphasis is placed on domestic contemporary social issues of race relations, economic problems, social behavior, and gender issues.

Financial Literacy

Grades: 11, 12

2.5 FINANCIAL LITERACY Credits

Prerequisite: None

Through a study of "Personal Financial Literacy," all students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Topics pertinent to this course will include, but are not limited to; Income and Careers, Money Management, Credit and Debt Management, Planning, Saving, Investing, Becoming a Critical Consumer, Civic Financial Responsibility, Risk Management and Insurance.

This course can also be taken online. Students must have a study hall scheduled in order to take the online version of this course.



MATHEMATICS DEPARTMENT

With the increased emphasis on computers and technology, a strong basis of mathematics is essential for any future occupation. Colleges, in general, require or seek four years of mathematics. The mathematics department offers a variety of levels to meet the individual needs of all students, and teachers continually recommend pupils for various courses to maximize the student's potential.

Algebra I

Grade: 9

5.0 MATHEMATICS Credits

Prerequisite: None

Algebra I is a basic course for all college preparatory mathematics courses. Instructional emphasis will be placed on modeling real-life situations with expressions, equations, inequalities and systems of equations, and inequalities. After we cover the basics, students will learn what a function is. We will take a closer look at three different types of functions: linear, quadratic, and exponential. Students will spend most of the third marking period studying quadratics. Students will learn how to graph and solve quadratics using various methods. In addition, students will explore functions as they represent real-world phenomena in the form of tables, equations and graphs through the use of technology.

Applied Geometry

Grade: 10

5.0 MATHEMATICS Credits

Prerequisite: Algebra I

The purpose of this full-year, college preparatory class is to provide an overview of the concepts and skills in the Geometry NJSLS. Tools of geometry are studied, including points, lines, planes, distance and midpoint, and angles and angle relationships. In addition, several geometric constructions are explored. Basic segment, angle and triangle proofs are introduced. Parallel and perpendicular lines are studied, including congruent triangles, isosceles and equilateral triangles, congruence transformations of triangles, right triangles and an introduction to trigonometry, and similar triangles and similarity transformations. Parallelogram properties, including those of rectangles, rhombuses and squares, and also trapezoids are used to solve problems. Circles, areas of plane figures and volumes of 3D figures are also emphasized. Students will be expected to develop an understanding of these concepts through explorations, investigations, cooperative learning, technology and problem-solving.

Geometry

Grades: 9, 10

5.0 MATHEMATICS Credits

Prerequisite: Algebra I

The purpose of this full-year course is to provide students with an opportunity to develop skills and concepts associated with Euclidean Geometry and the Geometry NJSLS. Geometry focuses on construction, definitions, postulates, and theorems and how they apply to proofs and problem solving situations. Areas of study include Foundation of Geometry, segment and angles, parallel & perpendicular lines, congruent & similar triangles, quadrilaterals, polygons, circles and arcs, transformation and the measure of three dimensional figures. The process of proving theorems is introduced. Special topics include coordinate & spatial Geometry and Trigonometry. Students will be expected to develop an understanding of the concepts through explorations, investigations, cooperative technologies to model situations, identify patterns and to discover solutions. Additionally, students will be expected to express mathematical ideas orally and in writing, make and justify conjectures, follow and construct logical arguments, apply concepts learned to real-life situations and make connection with other disciplines.

Geometry Honors

Grade: 9

5.0 MATHEMATICS Credits

Prerequisite: Advanced Algebra I with a completion of "C+" or higher, teacher recommendation.

Honors Geometry is an accelerated math course that continues the study of mathematical concepts. Students entering this course are expected to have mastered the concepts taught in Advanced Algebra 1. The emphasis of this course is based on the traditional Euclidean Geometry and the NJSLS Geometry Standards. Proving theorems and other topics are done throughout the year using 2-column proofs. Extensive study is done on parallel and perpendicular lines, congruent and similar triangles, properties of triangles, quadrilaterals, and transformations. Proportions are applied to similar figures for finding perimeter, area, and volume. An introduction to right angle trigonometry is done with applications. Circles are defined and extensively studied with regards to arcs, chords, tangents, inscribed angles, segments, and equations of circles. The course concludes with exploring solids by finding surface area and volume of polyhedron.

Graduation Requirements

▪ Four Years, 20 Credits

Mathematics Department Electives*

○ AP Statistics, ○ Statistics

Grade 9

Grade 10

Grade 11

Grade 12

□ Algebra 1

□ Geometry
□ Applied
Geometry

□ Algebra II
□ Functions

□ Pre-Calculus
□ College Algebra

□ Honors
Geometry

□ Honors
Algebra II

□ Honors
Pre-Calculus

□ AP Calculus AB
□ AP Calculus BC

Functions and Relations

Grade: 11

5.0 MATHEMATICS Credits

Prerequisite: Geometry or Applied Geometry

Functions and Relations extends the investigation of mathematical functions, their graphs, and their properties. This course starts off by examining linear and quadratic functions and relations in the 1st half of the year. In the second half of the year we will examine polynomial and rational functions. Students will analyze graphs of functions to determine their characteristics and transformations. Multiple strategies are explored in order to solve linear, quadratic, and higher degree polynomial equations along with systems of equations. There is an infusion of technology in this course where students will use the graphing calculator in a way that enhance their learning experience in order to solve more complex mathematical concepts.

Algebra II

Grades: 10, 11

5.0 MATHEMATICS Credits

Prerequisite: Geometry and Geometry Honors

This course extends algebraic and geometric concepts after Algebra I and Geometry courses. The course develops advanced algebra skills with graphing, transformations and application themes throughout each unit. In this context, the following function types are studied: quadratic equations and inequalities with imaginary and complex numbers, polynomial functions, exponential and logarithmic functions, rational and radical functions, piecewise functions, inverse functions and trigonometric functions.

Algebra II Honors

Grade: 10

5.0 MATHEMATICS Credits

Prerequisite: Advanced Algebra I and Honors Geometry with a completion of "C+" or higher, teacher recommendation, and completion of the summer assignment.

Honors Algebra 2 is an accelerated math course that continues the study of advanced algebraic concepts. Students entering this course are expected to have mastered the concepts taught in Advanced Algebra 1 and Honors Geometry. Topics will include quadratic functions, polynomial functions, exponential and logarithmic functions, rational and radical functions and the unit circle. Throughout this course, students will develop learning strategies, critical thinking skills and problem solving techniques to prepare them for higher level math courses.

Pre-Calculus

Grades: 11, 12

5.0 MATHEMATICS Credits

Prerequisite: Successful completion of Algebra II and teacher recommendation

Pre-Calculus is the course students take between Algebra II and Calculus. It focuses primarily on trigonometry, but it also covers the other major functions students need in Calculus. It begins with a study permutations and combinations just prior to the trigonometry topics. Vectors, sequences and series, and a review of functions will round out the final topics of the class. Pre-Calculus prepares the students for both high school Calculus as well as college Calculus I.

Pre-Calculus Honors

Grade: 11

5.0 MATHEMATICS Credits

Prerequisite: Algebra II Honors grade of "C+" or higher; teacher recommendation.

Pre-Calculus Honors is a comprehensive course that covers an array of topics. These topics are based in functions where their graphs, equations, and solutions are deeply explored. The emphasized functions are trigonometric, polynomial, exponential, logarithmic and rational. There is a study of sequences and series and the course concludes with a preview of Calculus. This course moves at a quick pace to prepare students for AP Calculus.

Calculus

Grade:12

5.0 MATHEMATICS Credits

Prerequisite: Pre-Calculus (Honors or College Prep)

The Calculus course is designed for those students with a solid foundation in algebra, geometry, and math analysis. Students in this class should possess an interest in studying advanced mathematical topics as well as a desire to spend time-solving problems that are of a challenging nature. The course is meant to serve as an introduction to derivatives and their applications as well as integration and its applications. The course covers a majority of the topics also covered in Advanced Placement Calculus, but not as quickly or to the same depth. Therefore this course is equivalent to a one-semester Calculus course at the college level.

Advanced Placement Calculus AB

Grade: 12

5.0 MATHEMATICS Credits

Prerequisite: Pre-Calculus Honors grade of "B" or better; teacher recommendation.

AP Calculus is recommended for a student with a strong foundation in algebra, geometry, and trigonometry who also possesses a drive to learn mathematical concepts at a higher level. The course is designed to give students a solid understanding of the Calculus concepts first, then apply them to a variety of problem-solving situations next. The course prepares the students for the AP Calculus Exam that is administered in May. Students may then use their results from the exam to receive college credits or placement in accelerated courses from their college or university.

Advanced Placement Calculus BC

Grade: 12

5.0 MATHEMATICS Credits

Prerequisite: Pre-Calculus Honors grade of "A-" or better; teacher recommendation.

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. BC Calculus is a fast paced course, only recommended for students with a solid work ethic and desire to study Calculus at a more advanced level.

Statistics

Grades: 11, 12

5.0 MATHEMATICS Credits

Prerequisite: Successful completion of Algebra II

In this course, students will learn the concepts that serve as the foundation for the study of Probability and Statistics. They will explore the process of data collection and analysis and expand their understanding of the role of statistics in making inferences from data. Statistics will focus on real-world applications in business and economics, the social and physical sciences, healthcare, education, engineering, and sports. Students will learn how fields outside mathematics use statistics to analyze and interpret data to make informed decisions. Students will be exposed to four broad conceptual themes: 1.) Exploring Data: Observing patterns and departures from patterns; 2.) Planning a Study: Deciding what and how to measure; 3.) Anticipating Patterns: Producing models using probability and simulation and 4.) Statistical Inference: Confirming models.

Advanced Placement Statistics and Probability

Grades: 9, 10, 11, 12

5.0 MATHEMATICS Credits

Prerequisite: Grade of "A" or higher in Algebra II, teacher recommendation, and completion of summer assignment.

AP Statistics is an introductory, non-calculus based course in statistics. The purpose of the course is to introduce and develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students will use a TI-83/84 graphing calculator and Web-based Java applets to investigate statistical concepts. To develop effective statistical communication skills, students will be required to prepare frequent written and oral analysis of real data. In addition, this statistics curriculum will cover all topics suggested by the College Board and provide students the background and preparation necessary to be successful on the AP Exam. Students are exposed to four broad conceptual themes: 1.) Exploring Data: Observing patterns and departures from patterns; 2.) Planning a Study: Deciding what and how to measure; 3.) Anticipating Patterns: Producing models using probability and simulation and 4.) Statistical Inference: Confirming models.

College Algebra

Grade: 12

5.0 MATHEMATICS Credits

Prerequisite: Successful completion of Algebra I, Applied Geometry or Geometry, Functions and Relations or Algebra II.

This course is intended to provide a foundation of those mathematical skills and concepts that will enable success at the college level. Topics from previous mathematics courses will be reinforced and new material will be introduced to bridge the gap between high school and college mathematics. The curriculum will extend an understanding of the general concepts of relations, polynomial, exponential and logarithmic functions, and rational and radical functions. In addition, students will be introduced to statistics and probability. Numerical operations and algebraic skills will be emphasized in order to prepare students for college placement exams. The incorporation of technology through the use of graphing calculators will be emphasized to facilitate a deeper understanding of higher level mathematics.



SCIENCE DEPARTMENT

Students live in an age dominated by science and its products and technology. Science explores the known and the unknown to provide orderly explanations of objects and events in the physical universe. Education in the physical and life sciences should enable students to recognize the importance of basic scientific research and the application of scientific concepts to their life.

Biology

Grades: 9, 10

6.0 SCIENCE Credits

Prerequisite: A grade of "C" or higher in Science 8, and teacher recommendation

The biology program stresses conceptual development and provides insight into the thinking processes behind scientific discovery. It emphasizes understanding basic concepts that provide the framework of the biological sciences and presents evolution as a unifying concept that interrelates all other areas of biology through lab investigations, problem-solving, and critical-thinking. Students gain firsthand experience with such learning processes and skills as observing, classifying, identifying, measuring, inferring, interpreting, and predicting. Topics covered include scientific method, cell biology, biochemical processes, genetics, plants, animals, human biology, and ecology.

Biology Honors

Grades: 9, 10

6.0 SCIENCE Credits

Prerequisite: A grade of "B+" or better in Science 8 and teacher recommendations.

The Biology Honors program is designed to challenge gifted and well-prepared students with advanced curriculum when high-grade performance, motivation and achievement indicate readiness. The course introduces students to complex biological principles and processes that are not ordinarily covered in the college prep course and prepares them to Continue with Advanced Placement Biology in 11th or 12th grade. The Biology program stresses conceptual development and provides insight into the thinking processes behind scientific discovery. It emphasizes the need to understand basic concepts that provide the framework of the biological sciences and presents evolution as a unifying concept that interrelates all other areas of biology through lab

investigations, problem-solving, and critical thinking. Students gain firsthand experience with such learning processes and skills as observing, classifying, identifying, measuring, inferring, interpreting, and predicting. Topics covered include scientific method, cell biology, biochemical processes, genetics, proteins, plants, animals, human biology, and ecology.

Introduction to Biology

Grades: 10, 11

5.0 SCIENCE Credits

Prerequisite: Successful completion of Science 8 and teacher recommendation

The focus of the Introductory Biology curriculum is to provide a more in-depth study of the basic principles of biology while developing emergent higher level thinking skills. The introduction of new concepts will build upon previous scientific knowledge to enhance student perspective of the world in which they live as well as instill confidence and a desire to pursue scientific study. Laboratory investigations will be incorporated into this course to emphasize the methods and techniques as well as to gather data and make predictions. Topics covered include Scientific Method, cell biology, biochemical processes, genetics, plants, animals, human biology and ecology.

Chemistry

Grades: 10, 11

Credits: 6, Full Year

Prerequisite: Algebra I and Biology

This course is designed to teach the student the basic principles of Chemistry. Concepts of energy, chemical reactions, the dimensional structure of molecules, chemical bonds as they occur in liquids, solids and gases, and the ideas of atomic structure and chemical periodicity are included within the course. Laboratory experiments are used to emphasize methods and techniques as well as to gather data and make predictions.

Graduation Requirements

- Four Years, 20 Credits
- Biology
- Two of the following courses:
Chemistry, Physics
- One additional lab/inquiry-based Science elective

Science Department Electives*

- Forensics
- Astronomy
- Honors Anatomy & Physiology
- AP Biology
- AP Chemistry
- AP Physics 2
- AP Physics C Mechanics

Grade 9

Grade 10

Grade 11

Grade 12

- Biology
- Biology Honors
- Intro to Biology

- Chemistry
- Chemistry Honors
- Intro to Chemistry

- Physics
- Intro to Physics
- AP Physics 1
- Double up w/Elective

- Science Elective(s)*

Chemistry Honors

Grades: 10, 11

Credits: 6, Full Year

Prerequisite: A grade of "B" or higher in Honors Biology, teacher recommendation

This course is designed to cover in detail the basic principles of chemistry. Topics will include the mole concept, bonding, energy, kinetics, equilibrium, acids/bases, and redox reactions. Where applicable, emphasis is placed upon using mathematics to model and solve chemical unknowns using a problem-based learning (PBL) approach.

Introduction to Chemistry

Grades: 10, 11

Credits: 5, Full Year

Prerequisite: Introduction to Biology and teacher recommendation

This course is designed to give students an appreciation of the major concepts of chemistry and how these components affect and shape our lives. Chemical and physical properties of matter, atomic structure, the periodic table of elements, and formula writing will be covered the first semester. The second semester will address energy and chemical reactions, the mole concept, acids and bases, and organic chemistry and electrochemistry. The course will provide a working knowledge of chemistry and the ability to solve problems utilizing the scientific method.

Physics

Grades: 11, 12

6.0 SCIENCE Credits

Prerequisite: Algebra I, Geometry, and Chemistry

This course is designed as an overview of the basic principles of Physics and involves practical applications of the topics as well as related laboratory investigations. While the level of the mathematics is not as demanding as that of the Physics Honors course, Algebra, Geometry, and Elementary Trigonometry are used to a significant extent.

Introduction to Physics

Grades: 11, 12

5.0 SCIENCE Credits

Prerequisite: Introduction to Biology or Biology; Introduction to Chemistry, or Chemistry, and teacher recommendation

This course is designed to introduce students to the basic principles of physics with practical real-life applications. Students will develop a working understanding of physics and learn how these concepts contribute to and are incorporated in our daily lives. The concepts will build upon scientific knowledge that was obtained in earth science. Students will need to have a basic understanding of number manipulation, algebra, and geometry. Lab activities will be incorporated into the class to illustrate physics concepts.

Advanced Placement Biology

Grades: 11, 12

6.0 SCIENCE Credits

Prerequisite: A grade of "B" or higher in Biology Honors and Chemistry Honors, teacher recommendation, and completion of the summer assignment.

Recommend taking AP Statistics concurrently.

Biology is the study of living things, their structure, life processes and interactions with the living and nonliving environment. The AP Biology course is designed to be the equivalent of a college introductory course taken by biology majors in their first year. It differs from traditional high school courses with respect to the textbook used, the range and depth of topics covered, the laboratory exercises included and, above all, the time and effort required of students. The course follows the curriculum proposed by the

College Board and provides a solid understanding of the principle concepts of biology. These concepts are synthesized into major themes which unite the content areas and prepare the students for the AP Biology Examination.

Advanced Placement Chemistry

Grades: 11, 12

6.0 SCIENCE Credits

Prerequisite: A grade of "B" or higher in Chemistry Honors, completion of Algebra II with a grade of B+ or higher, teacher recommendation, and completion of the summer assignment.

This course will follow the College Board certified Advanced Placement Chemistry Curriculum. The course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. A college-level textbook with corresponding labs is used. Topics such as the structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetic, and the basic concepts of thermodynamics are treated in detail. The quantitative aspect of the experiments requires a degree of precision that uses modern instrumentation including sensitive balances, spectrophotometers, and pH meters.

Advanced Placement Physics I

Grades: 11, 12

Credits: 6, Full Year

Prerequisite: Algebra II or taking Algebra II concurrently, and teacher recommendation. Pre-calculus as a co-requisite is recommended.

This course is designed for a highly motivated student with strong mathematical ability. It is intended to provide a foundation in Physics for students intending to further study in the life sciences, pre-medicine, pre-engineering, or applied sciences. Analytical methods involving first-year college-level, on-calculus mathematics are used throughout. An inquiry-based instructional approach using related laboratory work is emphasized to better prepare students for success in future coursework in the sciences. Following topics specifically outlined by The College Board, this course is equivalent to a first-semester college course in algebra-based Physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits. These concepts are synthesized into major themes which unite content areas and prepare the student for the AP Physics I examination administered in May.

Advanced Placement Physics II

Grades: 12

6.0 SCIENCE Credits

Prerequisite: AP Physics I (with a grade of "B" or higher), Pre-Calculus (concurrently) or Calculus, teacher recommendation, and completion of a summer assignment.

This course is a continuation of the AP Physics I course and is designed for a highly motivated student with strong mathematical ability. It is intended to provide a foundation in Physics for students intending further study in the life sciences, pre-medicine, pre-engineering, or applied sciences. Analytical method involving first-year college level, non-calculus mathematics are used throughout. An inquiry-based instructional approach using related laboratory work is emphasized to better prepare students for success in future coursework in the sciences. Following topics specifically outlined by The College Board, this course is equivalent to a second-semester college course in algebra-based Physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. These concepts are synthesized into major themes which unite content areas and prepare the student for the AP Physics II examination administered in May.

Advanced Placement Physics C: Mechanics

Grades: 12

5.0 SCIENCE Credits

Prerequisite: A grade of "B" or higher in AP Physics I, either pre- or co-requisite of AP Calculus (either AB or BC), teacher recommendation and completion of the summer assignment.

AP Physics C Mechanics is intended to provide a stronger foundation for those pursuing careers such as technology or engineering by resembling a first-year college level, calculus-based physics course. The topics addressed will include kinematics, dynamics, work and energy, momentum, rotational motion, universal gravitation, and simple harmonic motion. These units will prepare students for the AP Physics C Mechanics examination administered in May. AP Calculus is a pre- or co-requisite for this course.

Astronomy (PHY 111—3 BCC Credits)

Grades: 11, 12

5.0 ELECTIVE Credits

***3 BCC College Credits for completing this course.

Prerequisite: None

Tuition: \$614.00—\$153.50 per credit (subject to change)

This course will provide an overview of fundamental concepts in Astronomy, from its historical development to our most recent understanding of the solar system, stars, galaxies, black holes, and the origin of the universe. Topics to be studied will include light, astronomical instruments, important astronomers throughout history, the formation and evolution of planets and moons, stellar life cycles, structure and evolution of the universe, and gravitation. Special topics will include space exploration and relativity.

Forensic Science

Grades: 11, 12

5.0 ELECTIVE Credits

Prerequisite: CP Biology and CP Chemistry

Forensic Science has overtaken the general public, first through literature, and then television. Forensics is the application of scientific findings to solve legal issues. Unlike books and television, there is no one individual who solves a case. It is the combined work of many area specialists. This course would allow students to explore the various areas of science that contribute to an investigation. Areas of study would include, but not be limited to, evidence collection, fiber analysis, entomology, pollen and spore analysis, fingerprints, blood and blood spatter, handwriting, toxicology, soil analysis, and bone evidence. The fundamental basics of biology, chemistry, earth science, and physics will be used throughout the course. Laboratory work will be central to the course stressing the scientific method.

Honors Anatomy & Physiology

Grades: 11, 12

5.0 ELECTIVE Credits

Prerequisite: Biology and Chemistry with a grade of B+ or higher in each course.

This course provides a knowledge base that is essential to students interested in various health-related fields and gives students an appreciation for the complexity of and proper maintenance for the human body. Through anatomical studies, students will gain an understanding of the structures and organization of the human body. Through physiological studies, students will gain an understanding of how these structures function as part of a system. Select human body systems will be examined, including, but not limited to, the Integumentary system, the Skeletal system, the Muscular system, the Nervous system, the Endocrine system, the Cardiovascular system, the Lymphatic system, the Digestive system, and the Respiratory system. The honors level of this course will provide more depth of each system and add additional systems to consider. The course will also utilize case studies as a means to allow students to apply what they learn in class and go beyond the textbook to further explore

WORLD LANGUAGES DEPARTMENT

The study of a foreign language provides an opportunity for students to develop to the best of their ability the skills of listening, speaking, reading and writing in a language other than their native English. Through the application of these skills, the students will recognize the contrasts and similarities that exist between their native cultural pattern and that of another country.

A student who is a fluent, native speaker of either French or Spanish or a student who has studied a foreign language extensively in an accredited language program has the option of testing onto an upper-level class. This student must pass the appropriate Glen Ridge High School final exam and receive a minimum of a B+ on that test. The test will consist of listening, speaking, reading and writing. The student cannot however skip French or Spanish 4 Honors because of the necessary grammatical and syntactical points covered that are necessary to continue on to the French or Spanish 5 AP.

Graduation Requirements

- Two years, 10 Credits

Spanish IA

Grades: 9, 10, 11

5.0 WORLD LANGUAGES credits

Prerequisite: None

Spanish IA is designed for students who are looking to start to fulfill their two years of language study to meet the graduation requirement. Spanish IA accommodates students who require additional reinforcement to cover the curriculum. This course will afford a student who enjoys the language the opportunity to successfully study in an environment that provides multiple language learning strategies and activities. Spanish IA focuses on the integration of new vocabulary, the formation and usage of basic grammatical structures, and the promotion of greater cultural understanding.

Spanish IB

Grades: 9, 10, 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: Spanish IA and/or teacher recommendation

Spanish IB is a foundation course which develops basic communicative competency in the Spanish language and provides an understanding and appreciation of the Hispanic culture. The acquisition of effective listening, speaking, reading, and writing skills is achieved through a wide variety of student-centered activities. The language learning experience in Spanish IB consists of the following components: (1) basic grammar study including the present and preterit tenses, agreement of nouns and adjectives, negation, comparison of adjectives and interrogatives; (2) practical vocabulary presented in a contextual format; and (3) geographical and cultural topics.

Spanish II

Grades: 9, 10, 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: Spanish I-B or a grade of "B+" or higher in Spanish 8th Grade, and teacher recommendation.

Spanish II is a continuation of the language learning process begun in Spanish I-B. Particular emphasis is placed on listening and reading comprehension as well as speaking and writing proficiency. Carefully integrated materials and activities efficiently produce the

acquisition of more sophisticated vocabulary and grammatical structures. Active student participation, spontaneity and originality are encouraged at this level. The Spanish II course consists of the following components: (1) a review of the basic structures, vocabulary and culture presented in Level 1; (2) intermediate grammar study including present, progressive, and past tenses of the indicative mood, formal and familiar commands; (3) practical vocabulary designed to develop and expand conversational skills; and (4) cultural and historical topics including societal values and important historical figures and events.

Spanish III

Grades: 10, 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: Spanish II and completion of a summer assignment.

The grammatical structures learned in Spanish I and II are reviewed thoroughly and new grammatical concepts, such as the subjunctive mood and compound tenses are introduced for use in writing and speaking. This course is designed to strengthen communication skills through thematic units which engage the students in authentic dialogue and cultural reflection. At this level, instruction and discussion are conducted in the target language, providing an immersion experience. Daily active student participation, spontaneity, and originality are expected at this level.

Spanish IV/V Art Appreciation and Literature

(Offered during odd graduation years)

Grades: 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: Spanish III and completion of summer assignment.

The study of Hispanic Literature through short story, poetry, and the arts has been designed to expose students to ancient and contemporary literature, and the arts from Spain and Latin America. Appropriate activities will reinforce development of reading, speaking, and writing skills; vocabulary build up and class discussion. Activities will include: working in group, reading pieces of most famous writers; doing a comparative analysis of a diverse range of artwork. Pair and group activities will provide a variety of opportunities for the students to be actively engaged in interpersonal, interpretive, and presentational aspects that constitute real communication. This course will follow a thematic unit of the texts, which will combine the basic grammar and conversation with the reading.

Spanish IV/V Culture & Conversation

(Offered during even graduation years)

Grades: 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: Spanish III and completion of a summer assignment.

Culture and conversation course focuses attention on how language and culture interact. The interaction helps students reflect on cultural patterns and thus gain insight into their own language and culture. This course will prepare gestures, behavior, or a combination of these. It will prepare them to understand and interpret written or spoken language on a variety of topics. It will help them to communicate knowing how, when, and why to say what to whom. It focuses on interpersonal communication.

Spanish IV Honors (SPAN2001/2002POA-6 SHU

Credits)

Grades: 11, 12

****6 Seton Hall University Credits for completing this course.

Prerequisite: Grade of "B+" or higher in French III and completion of a summer assignment.

Tuition: \$630.00—\$105.00 per credit (subject to change)

This course is designed to strengthen the advanced students' abilities in Spanish. The students will review all grammatical concepts, learn more advanced and complex grammatical structures, improve speaking skills, vastly expand their working vocabulary, enhance writing ability, and refine listening comprehension. Literary pieces by a variety of authors will be used to reinforce all aspects of language acquisition. This class will be conducted exclusively in the target language.

Advanced Placement Spanish

Grade: 12

5.0 WORLD LANGUAGES credits

Prerequisite: Grade of "B" or higher in Spanish IV Honors, teacher recommendation and completion of a summer assignment.

This course is designed to provide advanced students the opportunity to review all major grammatical concepts, to stress oral skills, to compose essays, and to use Spanish for active communication. Students will be expected to comprehend spoken Spanish, to compose expository passages, to express ideas orally with accuracy and fluency, and to read with ease newspaper and magazine articles and Hispanic literature.

French 1A

Grades: 9, 10, 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: None

This course will enable the student to communicate in French at a basic level. Students will develop an understanding and an appreciation of different Francophone countries throughout the world. Each unit includes guided and original conversations, readings, vocabulary study, and pronunciation activities. The listening and speaking activities are enhanced by the use of our mobile Language Lab. Here students will be able to listen to native speakers as well as listen to themselves to perfect their accents. Grammar study will be intertwined with culture and connections and will be used to enable the student to communicate in the present and near future. Students will use affirmative, negative, interrogative sentences and commands at a basic level. Culture is emphasized in readings, photos, films, CDs, sing along, and native speakers whenever possible. The program is designed to provide individualization for students of varied interests and abilities.

French 1B

Grades: 9, 10, 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: French I-A and teacher recommendation.

This course is designed for students who have completed French 1A. French 1B accommodates those students who require additional reinforcement to advance in the study of language. This course will focus on the integration of expanded vocabulary and the formations and usage of basic grammatical structures. An intense review of all that was covered in French 1A will take place within the first marking period. A greater cultural understanding is promoted through readings, films, magazines, newspapers, news broadcasts and web searches. Students will continue to utilize the mobile Language Lab to enhance listening and speaking skills. Communication will advance from the simple present to the past tense, thereby, enabling students to discuss past events. This program will individualize for students of varying abilities.

French II

Grades: 9, 10, 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: French I-B, or a grade of "B" or higher in French 8th Grade, and teacher recommendation.

Students will continue to integrate the four basic language skills of listening, speaking, increase participation and encourage tolerance of other cultures. Speaking activities and vocabulary building will include skits and role-playing. Students will progress with the review of the present tense and continue through past, future, imperfect, and conditional tenses. Students are expected to take an active role in classroom activities as much as possible in the language. Students will begin longer guided writings with and without picture stories, as well as original dialogues and skits.

French III

Grades: 10, 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: French II and completion of a summer assignment.

The basic presentation of grammar will be completed systematically throughout the year. The subjunctive, as well as all other compound tenses, will be introduced along with extensive topic-based vocabulary. Correct pronunciation will be stressed through films, and songs (current and classic), web searches, research and the Language Lab. Classes will be conducted in the target language, except where clarification is necessary. Students will read *Le Petit Prince* by St. Exupéry and numerous other short stories by *Camille de Maupassant* and *Georges de Maupassant*. Culture will be stressed through readings, poetry, newspaper, and magazines. The study of idioms and a broadening of vocabulary will increase the students' competency in the language. Active student participation and originality is encouraged. Students will organize presentations, converse freely, and prepare group projects on varied topics.

French IV Culture & Conversation

(Offered during odd graduation years)

Grades: 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: French III and completion of a summer assignment.

This course is designed for a student who wishes to continue their study of French without taking A.P. level. This course will concentrate on speaking and listening skills through study of culture and the use of conversation. Students will use current magazines and newspapers as well as a text designed to increase students' proficiency in speaking French. This will be an exciting adventure into the Francophone world. Survival vocabulary will be stressed and actively practiced with as much contact with native speakers as possible, through visits, videos, music, taped newscasts and the radio. Conversation, debate, and discussion will be an integral daily routine. The focus will be on skills needed for visiting a foreign country and conversing with Francophone peoples.

French IV Study of Literature

(Offered during even graduation years)

Grades: 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: French III and completion of a summer assignment.

This course is designed for students who wish to continue their study of French without taking the A.P. level. Students will be exposed to contemporary literature from France and Francophone countries. Appropriate activities will reinforce development of reading, speaking and writing skills; vocabulary build up and class discussion. The activities will include pair activities, literary focus, literary analysis which will offer guidance, and opportunities for self-expression. Students will encounter the genres of short story and poetry in French literature showcasing selections from a variety of authors.

French IV Honors (FREN2001/2002POA-6 SHU Credits)

Grades: 11, 12

5.0 WORLD LANGUAGES credits

***6 Seton Hall University Credits for completing this course.

Prerequisite: Grade of "B+" or higher in French III and completion of a summer assignment.

Tuition: \$630.00—\$105.00 per credit (subject to change) .

This course is designed to prepare students for the Advanced Placement French Language Examination and to solidify prior learning. Correct pronunciation and syntax are practiced continually. Conversation is stimulated and vocabulary perfected through situation discussion, debates on social issues, and oral presentations. French civilization is emphasized through readings of classic and contemporary poetry, plays, short satires, and novels. Current films, news reports, music, magazines, and newspapers are integral parts of the program that fosters a love of the language. Students will read a variety of short stories, the fables of La Fontaine, and novels such as *Huis Clos* by Sartre and *L'Avare* by Moliere.

Advanced Placement French

Grade: 12

5.0 WORLD LANGUAGES credits

Prerequisite: Grade of "B" or higher in French IV Honors, teacher recommendation, and completion of a summer assignment.

The objective of this course is to prepare students for the Advanced Placement Test in French Language. Students perfect their knowledge of language and culture via intensive study of detailed and technical vocabulary, the fine points of grammar, and the usage of tenses. Prepared and extemporaneous discussions stress oral proficiency and communicative competence. Current events and literature, as well as traditional subjects, are topics of conversation and composition.

Chinese I

Grades: 9, 10, 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: None

Introduction to Chinese Language and Culture is a foundation course which develops basic communicative competency in the Chinese language and provides an understanding and appreciation of the Chinese culture. The acquisition of effective listening, speaking, reading and writing skills is achieved through a wide variety of carefully integrated, student-centered activities. Videos, tapes, songs, authentic print materials, skits, and word games are used extensively. The first year language learning experience consists of the following components: (1) Basic pronunciation about Chinese Pinyin system. (2) basic grammar study on simple sentence patterns; (3) practical vocabulary presented in a contextual format including greeting, leave-taking, family, food, time and date, etc.; and (3) geographical and cultural topics including map work, daily routine, and activities.

Chinese II

Grades: 9, 10, 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: Chinese I or at least two years of prior knowledge in Chinese language and culture.

This course is created for learners who have at least two years of prior knowledge in Chinese language and culture. Learners are expected to attain proficiency at least at the Novice-high level to intermediate-low in four language skills upon the completion of the course according to ACTFL's Proficiency Guidelines. To attain the expected proficiency level, learners will be invited to actively participate in different types of tasks. Learners will be able to develop communicative competence to ask and respond to simple questions,

initiate and sustain short-length conversations with topics centering on immediate life, including, but are not limited to, greetings, families, dates and time, hobbies, visiting friends, making appointments, studying Chinese school life, shopping, and transportation. Learners will make efforts to exclusively speak Chinese in the total or near-total immersion setting. They will write simplified characters but may have the opportunity to read both for certain assigned tasks. The majority of written assignments are to be completed by handwriting as well as word process by computer.

Chinese III

Grades: 9, 10, 11, 12

5.0 WORLD LANGUAGES credits

Prerequisite: Chinese II or at least three years of prior knowledge in Chinese language and culture.

Chinese III is a continuation of Chinese II. It is designed for students who passed Chinese II or for learners who have at least three years of prior knowledge in Chinese language and culture. Learners are expected to attain proficiency at least at intermediate-low to intermediate-med in four language skills upon the completion of the course according to ACTFL's Proficiency Guidelines. This class is a controlled immersion class where the goal is to encourage language acquisition, not just language learning. Students will learn 400 more Chinese characters and phrases. The emphasis will be on students' speaking and listening skills in Chinese. Students will expand the speaking skills on most familiar cultural topics. Rigorous practice of spoken and written Chinese will be conducted.

Chinese IV Honors (INTERMEDIATE CHINESE 01:165:201-4 RU credits)

Grades: 9, 10, 11, 12

5.0 WORLD LANGUAGES credits

***4 Seton Hall University Credits for completing this course.

Prerequisite: Chinese III and teacher recommendation.

Tuition: \$1,664.00—4 credits (subject to change)

Chinese IV is a continuation of Chinese III. It is designed for students who passed Chinese III or for learners who have at least four years of prior knowledge in Chinese language and culture. Learners are expected to attain proficiency at least an intermediate-medium to intermediate-high level in four language skills upon the completion of the course according to ACTFL's Proficiency Guidelines. This class will discuss the Contemporary issue in current China including education, environmental awareness, internet, and technology, etc. Students should be able to list the pros and cons, compare the issues with other countries, and suggest solutions.

AP Chinese Language & Culture

Grade: 12

5.0 WORLD LANGUAGES credits

Prerequisite: Grade of "B+" or higher in Chinese IV, teacher recommendation and completion of a summer assignment.

AP Chinese Language & Culture is designed to further communication skills, which is achieved through contextualized language activities. Students will be encouraged to expand their vocabulary, and combine these elements to increase their knowledge of Chinese language and its rich culture. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese to achieve Intermediate to High proficiency in four language skills upon the completion of the course according to the ACTFL's Performance Descriptors for Language Learners. The AP exam assesses students' interpersonal, interpretive, and presentational communication skills in Mandarin Chinese, as well as knowledge of Chinese culture.

VISUAL & PERFORMING ARTS

It is important that pupils, as part of general education, learn to appreciate, to understand, to create, and to criticize with discrimination those products of the mind, the voice, the hand, and the body, which give dignity to the person and exalt the spirit of man.

Graduation Requirements

- One Year, Five Credits

Foundations of Art

Grades: 9, 10, 11, 12
5.0 VPA Credits
Prerequisite: None

This is the foundational one year course that is mandatory for Intermediate Studio Art class, Advanced Studio Art and AP Studio Art. It teaches the basic techniques, approaches and drawing skills for developing strong works of art. The class will provide students with the knowledge and practice of applying the Art Elements and Design Principles in the creation of their own art work while fostering the development of their own aesthetic style and challenging their creative thinking. A variety of art genres, periods, works of art and artists will be introduced and discussed to provide inspiration and historical content.

Intermediate Studio Art

Grades: 10, 11, 12
5.0 VPA Credits
Prerequisite: Foundations I

This course will continue to develop, refine, and explore the student's skills and creative capacity within two-dimensional designs by working with a variety of mediums: printmaking, collage, mixed media, paint, charcoal, etc. Student's awareness of the use of the art elements and design principles will be heightened and challenged in the creation of their art work. Art history will also be explored and utilized as a source of inspiration and content knowledge.

Advanced Studio Art—Honors

Grades: 11, 12
5.0 VPA Credits
Prerequisites: Foundations and Intermediate Art, teacher recommendation, and successful portfolio review.

This full-year course is for the student who has excelled in Foundations I and Intermediate Art and would like to experience an intense visual challenge. It begins the preparation of a portfolio for college admission and facilitates the portfolio for the Advanced Placement Art course. This honors level class may include supplemental classroom visitations and instruction by professional artists and related field trips.

Printmaking

Grades: 9, 10, 11, 12
2.5 VPA Credits
Prerequisite: None

This courses introduces students to the production of multiple images from a single design. Emphasis is on design and creative use of the materials and techniques of the relief, monoprint, and silkscreen printing processes. There is also the possibility of exploring lithography and intaglio techniques if time permits.

Advanced Placement Studio Art—2D and 3D

Grade: 12
5.0 VPA Credits
Prerequisites: Advanced Studio Art, teacher recommendation, and successful portfolio review.

This intense one year course fosters students' aesthetic point of view, visual voice and creative thinking to develop the students' individual sustained investigation collection (12-15 works of art) for the AP exam and portfolio of work for college submission. Students who have either all 3 studio art classes: Foundations of Art, Intermediate Studio Art and Advanced Studio Art OR at least 2 years of equivalent levels of art with a strong portfolio of work (minimum of 10 designs) and a Visual Art teacher's recommendation may take this course. Students need to have excellent time management skills to endure this extremely rigorous course, which demands many hours of work to create the portfolio. The exam consists of a combination of 12-15 sustained investigation works of art, a write up of the sustained investigation question/idea, a summary of how their works of art reflect their investigation question/idea, and 5 Quality pieces - 5 of the best works of art created.

Introduction to Three-Dimensional Art

Grades: 9, 10, 11, 12
2.5 VPA Credits
Prerequisite: None

This course involves intentional decision making about the use of elements and principles of art in an integrated form that creates 3 dimensional designs. In this beginner level class, students will gain a basic understanding of design principles as they relate to depth and space, and demonstrate this knowledge through the exploration of additive, subtractive, and fabricated sculpture processes. Approaches may include figurative and non-figurative sculpture, models, ceramics, fiber, and other media.

Intermediate Three-Dimensional Art

Grades: 9, 10, 11, 12
2.5 VPA Credits
Prerequisite: Introduction to Art

This course builds upon their prior knowledge and experience of the basics in 3-D designs. Students will develop and refine their technical skills while developing their creativity, craftsmanship, aesthetic point of view and 3-D styles using a myriad of media. Approaches may include figurative and non-figurative sculptures and media will vary from ceramics (hand building and wheel), fiber, wood, plaster, and others. Topics will include both conceptual and realistic styles.

Advanced Three-Dimensional Art

Grades: 10, 11, 12
Credits: 2.5, Half Year
Prerequisite: Intermediate Three-Dimensional Art

Students will use this opportunity to discover who they are artistically through a series of personal investigations that will utilize their heritage, culture, society, family history, and more as prompts to create a variety of 3-D designs. Students will use the techniques, media, and materials, concepts and methodology explored in the previous classes as well as be introduced to new methods at a more advanced level. This class is for those students who are serious in adventuring in the 3-D realm and are willing to work beyond the class time allotted to create works of art as possible portfolio pieces.

Street Art

Grades: 9, 10, 11, 12

2.5 VPA Credits

Prerequisite: None

This semester class will focus on the evolution of street art: from its' origins in graffiti and tagging to the acceptance as a viable art form expressing social commentary. "Street Art" is a significant reflection of the mores, values, and cultural tensions that are experienced within the urban environment. Students will become familiar traditional graffiti artwork, sculpture, stencil, as well as other art forms. Students will learn how street artists such as Keith Haring precipitated the emergence of street art as popular culture as well as explore the global impact on visual culture by studying such artists as Shepard Fairey, and Banksy.

Art in Today's World

Grades: 10, 11, 12

2.5 VPA Credits

Prerequisite: A semester of any art course

This is a survey class that replaces Graphic Design and focuses on projects based upon various careers in art. For example, design backdrops and props to help with Sharing the Arts productions. Create a 3D prototype based upon the drawings of the elementary students and design the packaging for it. Design a "dream" bedroom or hangout room with an emphasis on perspective, color, theory, and design principles. Lastly, students will learn how to create a personal brand and logo.

Concert Band

Grades: 9, 10, 11, 12

5.0 VPA Credits

Prerequisite: Prior experience with a wind or percussion instrument required or demonstrated proficiency. Please contact the Band Director for more detailed information.

This course is designed for students who are interested in instrumental performance. Band members will perform for the school, the community, and in festivals and competitions. Concert Band is a full year course that focuses on the further musical development of individuals that already play instruments. The course is designed to benefit the individual player while developing the ensemble sound required to have a successful band. The band performs two evening concerts annually. The Marching Band and Jazz Band are a co-curricular outgrowths of the Concert Band.

Concert Band Honors ***NEW***

Grades: 11, 12

5.0 VPA Credits

Prerequisite: Concert Band (9th & 10th graders), Teacher recommendation.

This course is designed for students who are interested in instrumental performance. Band members will perform for the school, the community, and in festivals and competitions. Concert Band is a full year course that focuses on the further musical development of individuals that already play instruments. The course is designed to benefit the individual player while developing the ensemble sound required to have a successful band. The band performs two evening concerts annually. Honors-level Concert Band requires students to attend an additional Chamber Music Lab once weekly, to extra practice and preparation at home, and to perform on a spring Chamber Music Concert hosted by William Paterson University. University faculty will interact with students, evaluate performances, and provide feedback,

Musical Theatre History

Grades: 9, 10, 11, 12

2.5 VPA Credits

Prerequisite: None

This course will take you through the history of musical theatre, from 17th Century opera to "Hamilton." We will listen to and discuss the emotional arias of "La Boheme" and "Rent," the brilliant wordplay of "Pirates of Penzance" and "Into The Woods," the social commentary of "West Side Story" and "Wicked," and the raw energy of "Les Miserables" and "Tommy." Each day we'll watch clips of live performances and movie musicals, and there will be the option to attend at least one live Broadway show during the semester. *Note: This course is offered in biennial rotation with Film Music and is available in 2025-2026*

Film Music

Grades: 9, 10, 11, 12

2.5 VPA Credits

Prerequisite: None

This course will cover the history of movie music, taking students from the early 1900s to the present day. We will explore musical and emotional content in popular film scores in an attempt to understand how music changes a movie. Why are we frightened by the score to a horror film, thrilled by the music in an action movie, or moved by the soundtrack in a drama?

Note: This course is offered in biennial rotation with Musical Theatre History and will be available again in 2024-2025.

Music Theory

Grades: 9, 10, 11, 12

2.5 VPA Credits

Prerequisite: The basic ability to read music and to play an instrument or sing. As this is not a performance class, you do NOT need to be an advanced musician.

This course is an introduction to the study of music as a science. The class will cover key signatures and scales, intervals and chords, rhythm and meter, musical form and structure, and will explore how all of these elements join together to become a work of art. By the end of the course students will understand more about the music they hear around them, will be able to analyze favorite songs, and will even have the tools to begin creating their own music.

AP Music Theory

Grades: 10, 11, 12

5.0 VPA Credits

Prerequisite: Music Theory with a grade of "A" or teacher recommendation based on placement exam.

This course will cover the rudiments and terminology of music, notational skills, basic composition, score analysis, and aural skills. Upon completion, students will have covered the first segment of a standard college music theory curriculum and will be prepared to take the spring AP Music Theory exam.

Music Composition and Analysis

Grades: 10, 11, 12

2.5 VPA Credits

Prerequisite: Successful completion of AP Theory and/or Music Theory, teacher recommendation.

This course explores advanced topics in music theory, analysis, and music composition. Pop music, film scores, and post-tonal music will be studied, and each student will compose or arrange music of their own.

Chorus

Grades: 9, 10, 11, 12

5.0 VPA Credits

Prerequisite: None

The Glen Ridge Chorus is a member of the American Choral Directors Association that meets daily during the school day. Students will develop vocal techniques, artistry of performance, and have the opportunity to sing in up to 26 performances per school year. We will focus on ear training, harmony, reading sheet music, and increasing self-confidence. All levels of singers are welcome. Students will learn unique repertoire each year in a variety of genres including popular music, Broadway selections, choral works, classical literature, and original compositions created by students and Mr. Pavliv. New for 2021/2022, mentoring and leadership opportunities are also available with the addition of Middle School students to the High School Chorus.

Broadway Vocals & Stagecraft

Grades: 9, 10, 11, 12

2.5 VPA Credits

Prerequisite: None

Singers and stage crew will learn new scenes from musicals, twice per month. Every student can choose to be the star and our entire class will work together to stage the scene while learning to sing in multiple harmonies. Finished scenes will be performed in Mr. Pavliv's classroom while making use of the lighting equipment, music technology suite, and black box stage area. There are no prerequisites. Students can perform in up to 80 scenes from musicals over a 4 year period and enroll in any semester throughout high school.

African American Origins of Popular Music

Grades: 9, 10, 11, 12

2.5 VPA Credits

Prerequisite: None

Through exploring popular music, we will preserve the legacy and celebrate the central role African Americans play in the American soundtrack. Lessons from the National Museum of African American Music, the Rock and Roll Hall of Fame, and student-driven project-based investigations that go beyond jazz and blues to show that all popular American music comes from a central source. There are no prerequisites and no previous music experience required. This is a research and study course and there are no performances.

Yearbook Design and Production

Grade: 12

5.0 VPA Credits

Prerequisites: Passing grade in Photo I; Teacher Recommendation

The goal of this course is to design, publish, and sell the high school yearbook. Students will learn the process of creating a publication from developing a concept to page design, digital photography coverage, news reporting, and online publishing. Students will work with Josten's online platform, Photoshop, digital S.L.R. cameras and scanning software. There will be an emphasis on the financial structure of producing the yearbook by way of selling advertising space. It is suggested that each student have access to the use of a personal cell phone and digital S.L.R. camera.

Photography I

Grades: 10, 11, 12

2.5 VPA Credits

Prerequisite: None

Through the use of class instruction, demonstrations, group discussions, and studio work, students will learn the basics of digital photography. Content will include the exploration of shutter speed, aperture, camera functions, photographic composition, and cell phone editing. It is suggested that each student have access to the use of a personal cellphone and digital S.L.R. camera. Upon completion of this course, students will have a comprehensive online portfolio.

Photography II

Grades: 10, 11, 12

2.5 VPA Credits

Prerequisite: Passing grade in Photography I

Upon successful completion of Photography I, students will continue to refine their technical practices in the realm of commercial photography. Content will include advertising and marketing—covering products, portraits, and food. In addition, various careers in photography will be highlighted. It is suggested that each student have access to the use of a personal cell phone and digital S.L.R. camera. Upon completion of this course, students will have a comprehensive online portfolio.

Darkroom Photography (Honors) *NEW*****

Grades: 11, 12

2.5 VPA Credits

Prerequisite: "B+" or higher in Photography II, teacher recommendation, portfolio review

After completing Photo I & Photo II, students will challenge themselves in the realm of photography to create images using the darkroom photography processes. This course will cover darkroom photography procedures and techniques, manual functions of the film camera, and will allow students to develop a portfolio of photography works based on traditional photographic skills and a personal theme. It will allow students to develop and complete a comprehensive photography portfolio for submission to college admissions and facilitates the portfolio for the Advanced Placement Photography course. Students are not required to get their own film cameras, but are encouraged if interested.

AP 2-D Art & Design—Photography

Grade:12

5.0 VPA Credits

Prerequisites: Grade of "A" or higher in Photo II; Teacher Recommendation

This is a rigorous, college-level studio art course. Students will work independently throughout the school year to create coherent, engaging, original portfolios that show risk-taking and personal growth in preparation for taking the College Board AP exam. Both in-class and personal time must be allotted to be successful in this course to achieve high marks. College credit may be received upon completion of the AP exam (this is score-based and dependent on the individual college). It is highly suggested that each student have access to the use of a personal cellphone and digital S.L.R. camera.

21st CENTURY LIFE & CAREERS

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace. Courses in this section help students develop communication and collaboration skills by using technology to solve real-world problems.

Graduation Requirements

- One Year, Five Credits
- Includes 2.5 Credits of Computer Science

Computer Aided Design & Drawing (CAD I)

Grades: 9, 10, 11, 12

5.0 21st CENTURY Credits

Prerequisite: None

Through the use of demonstrations and learning activities, the student will utilize the basic drawing tools and techniques of the technical illustrator to create production drawings. Basic skills will be developed using AutoCAD software to create computer drawings. The concepts of orthographic projection, 3D modeling and pictorial representation will be taught in addition to dimensioning and notation. AutoCAD software using a PC platform is the primary drawing program. Students who wish to proceed further will enroll in CAD II where they will broaden their knowledge of CAD.

Computer Aided Design & Drawing (CAD II)

Grades: 10, 11, 12

5.0 21st CENTURY Credits

Prerequisite: Computer Aided Design & Drawing I

Upon successful completion of Computer Aided Design and Drawing I, students may continue to develop their knowledge and skill in preparing a foundation for careers in engineering, architecture, industrial design, and construction. Areas of study will include pictorial drawing, auxiliary, sectioning, assembly, working and detail drawing, architectural planning and construction drawing. Autodesk AutoCAD, Inventor, and Revit software will be utilized during this course. Students who wish to proceed further will enroll in CAD III where they will broaden their knowledge of CAD.

Engineering Graphics and Introduction to CAD (MET 103-2 NJIT Credits) (CAD III) Honors

Grades: 11, 12

2.5 21st CENTURY Credits

***2 NJIT College Credits for completing this course.

Prerequisite: Computer Aided Design & Drawing II, teacher recommendation

Tuition: \$300.00—\$150.00 per credit (subject to change).

Basic principle of Engineering Graphics, blueprint reading and geometric construction are reviewed. Multi-view projections and 3D visualization are introduced. CAD software named Inventor Professional is studied extensively. Using Inventor students learn dimensioning, creating Sectional, Auxiliary, and Detail/Break views. This is an advanced level course that continues the progression from previous CAD courses with an emphasis on engineering and design. This experience will allow the students to be creative and explore new techniques while reinforcing CAD skills. Autodesk AutoCAD, and Inventor, software will be utilized during this course. Students will explore college and career opportunities through site visits and guest speakers.

Engineering Graphics & Architecture (CAD IV)

Grades: 11, 12

2.5 21st CENTURY Credits

Prerequisite: successful completion of CAD III, teacher recommendation

Upon the successful completion of CAD III, students will develop their knowledge and skill for careers in engineering, architecture, industrial design and construction. This is an advanced level course that continues the progression from previous CAD courses with an emphasis on architectural design. This experience will allow the students to be creative and explore new techniques while reinforcing CAD skills. Autodesk Inventor, and Revit software will be utilized during this course. Students will explore college and career opportunities through site visits and guest speakers.

Engineering I

Grades: 10, 11, 12

5.0 21st CENTURY Credits

Prerequisite: None

This course is designed to excite students about engineering and give them the head start they need in today's competitive workplace. Engineering offers some of the most rewarding career opportunities possible. This course will engage student interest in these exciting career opportunities by giving them a hands-on activities in each of the major engineering topics and allow them to use real-world equipment and software such as Autodesk AutoCAD, Inventor, Revit, and other CAD software. Students will design, build, and test catapults, electronics, programmable electronic microprocessors with open source coding, bridges, towers, magnetic-levitation, planes, CO2 dragsters and rockets. Students will operate the 3D printer, flight simulator, and computer controlled equipment.

Engineering II Honors (FED 101-2 NJIT Credits)

Grades 11, 12

5.0 21st Century Credits

Prerequisites: Computer Aided Design I or II & Teacher recommendation or Engineering I

Tuition \$300.00-\$150.00 per Credit (subject to change)

Upon the successful completion of Engineering I, students will have the opportunity to develop their creative design skills in a collaborative, competitive and project-driven environment. Students will apply engineering principles to create original designs based on real-life problems and implement the design process through prototyping. Students will develop their skills in electronic control, 3D modeling through **OnShape**, and mechanical systems. Students who take this course will become proficient in planning, building, troubleshooting, fabrication, testing and project documentation. Students will work hands-on to create assemblies of prototypes, use of programmable electronic microprocessors using **Arduino**, computer controlled equipment, and test solutions to a series of design problems. Students will explore college and career opportunities through site visits and guest speakers.

COMPUTER SCIENCE

Computer Science instruction is offered to students in all grade levels and is aligned with the math sequence to provide coordination and reinforcement between these two areas. Students are encouraged to satisfy their Glen Ridge High School graduation requirements in Computer Science early in order to more fully explore the advanced topics, programs and applications available through elective course offerings.

Graduation Requirements

- One semester, 2.5 Credits

Computer Science I (CSI)

Grades: 9, 10, 11, 12

2.5 21st CENTURY credits

Prerequisite: None

CS1 is the first course in Computer Science and programming sequence. Students will be introduced to programming using a visual development environment, computer hardware, and binary code. Basic programming concepts and structures will be explained using a hands-on project-based approach. The social implications of Computing will also be explored. As a final project, students will work collaborative to design, develop, and test a game application.

Computer Science II (CS2)

Grades: 9,10, 11, 12

2.5 21st CENTURY credits

Prerequisite: Computer Science I with a grade of B or higher.

CS2 is an elective course that introduces students to the Python and Java language and Object Oriented Programming (OOP). Students in this course will have completed CS1 or an equivalent course and have an understanding of the software development process. CS2 is a prerequisite course for Advanced Placement Computer Science A.

Web Design

Grades: 9, 10, 11, 12

2.5 21st CENTURY credits

Prerequisite: None

Web Design is an elective course that introduces students to the basics of developing a website. This course will provide students with an overview of the technology that drives the Web and the evolution of the current web development standards. Students will be taught HTML and Cascading Style Sheets for authoring web pages. The basics of web graphics will be introduced using Adobe Photoshop as the graphic editor. Notepad will be used as a web-authoring tool. As a culminating activity, students will work in collaboration to design and develop an original website on a school appropriate topic.

Robotics

Grades: 9, 10, 11, 12

2.5 21st CENTURY credits

Prerequisite: None

This course introduces students to robotics and the engineering process using the Tetrix and Lego Mindstorms NXT system. Using robotics concepts and the RobotC programming environment, students will instruct the robot to move, turn, sense light, sound, touch, and other objects in its path. Students will program their robot to navigate obstacle course challenges in a fun and competitive learning environment.

Robotics II ***NEW***

Grades: 9, 10, 11, 12

2.5 21st CENTURY credits

Prerequisite: Successful completion of Robotics I

Artificial Intelligence (AI) has made tremendous strides in recent years and holds incredible potential in robotics for many fields of industry. These complementary fields of the 4th Industrial Revolution are expanding rapidly, offering great academic and career opportunities to those who have experience in them. It is also becoming a very popular computer science specialization in colleges across the country. This course is designed to follow up and enhance the concepts introduced in Robotics I by working with the VEX V5 robotic system and including the following topics: integrating sensors, programming in Python, integrating gears, introduction to chains and sprockets, planning and building, using machine learning (AI) to sort objects. This is a half-year, elective robotics course with students completing Robotics I.

Video Game Design ***NEW***

Grades: 9, 10, 11, 12

2.5 21st CENTURY credits

Prerequisite: None

The video game industry is bigger than the movie and music industries combined! And it is getting more popular and more technically advanced every day, offering great academic and career opportunities to those with experience. It is also becoming a very popular computer science specialization in colleges across the country. This course is designed to introduce students to the field of 3D digital video game design, including the following topics: overview of the video game industry, including an exploration of careers and the history of video games; story creating and storytelling in a digital medium; creation of 3D digital worlds and game characters using an industry standard game engine; the algorithmic thinking process behind coding video games, including basic game AI and mechanics; and legal and ethical considerations in the field of video game design. The course will include the creation of an original video game. No prior computer science experience is necessary. It can be taken at any level, as a first course in computer science, or as a great fun option for students who already completed both AP Computer Science classes and are looking to further their computer science education.

Advanced Placement Computer Science Principles

Grades: 10, 11, 12

5.0 21st CENTURY credits

Prerequisite: Grade of "A" in most recent college prep math course or "B" in most recent honors math course.

AP Computer Science Principles is an elective course that prepares students for the Advanced Placement Computer Science Principles exam administered by the College Board in May. The course is designed to be equivalent to a first-semester introductory college computing course for non-computer science majors. This course is unrelated to the AP Computer Science A course offered, and does not require any previous computer science courses as a prerequisite. AP Computer Science Principles offers a multidisciplinary approach to learning the underlying principles of computation. The course will introduce students to the "big ideas" of computer science: creativity, programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and the global impact of computing. The course will give students the opportunity to use technology to address real-world problems and build relevant solutions, while inviting students to understand how computing changes the world. Students will learn to program in MIT App Inventor for mobile devices, but rather than focusing on a particular programming language or tool, the course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. The course is unique in its focus on encouraging students to think creatively when developing computational artifacts and using simulations to explore questions that interest them, using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas

Advanced Placement Computer Science A

Grades: 10, 11, 12

5.0 21st CENTURY credits

Prerequisite: Computer Science II (CS2) with a grade of "A," teacher recommendation

AP Computer Science A is an elective course that prepares students for the Advanced Placement Computer Science exam administered by the College Board. The course contains topics found in a college level Computer Science I course. AP Computer Science A introduces students to object-oriented programming methodology with a concentration on problem-solving and algorithm development using the Java programming language. A predefined subset of the Java standard library is utilized in this course. Some of the standard algorithms (for example, Binary and Sequential Search, Selection and Insertion Sort, Counting matches, Finding the highest and lowest value in a set) are explored.

HEALTH & PHYSICAL EDUCATION

Today's health education is concerned with the student's physical and mental health, nutrition, understanding of the body and how it works and grows, attitudes toward themselves, family, friends and community as well as their own personal health and well being. Our primary responsibility is to help children acquire information and develop concepts, attitudes and behaviors that will assist them in forming good personal health practices. Children also must be made aware of their responsibility for helping to achieve a healthful environment and for trying to improve the quality of life in the world in which we live.

Graduation Requirements

- Four Years, 20 Credits

Health Education

Grade: 9

1.25 HEALTH Credits

Prerequisite: None

Health Education is concerned with the student's physical, mental, emotional and social wellbeing. The students will become knowledgeable in the process of human conception and birth. The course includes abstinence, contraception, and other aspects of human sexuality and teen relationships. Students will be provided with information on the dangerous effects of substance abuse. Students will be provided with information about death, dying, and the stages of grief. Students will be able to identify the warning signs and preventive measures of suicide. The primary goal is to provide information that will assist students in developing concepts and behavior that will encourage their formation of safe, personal, health practices.

Driver Education

Grade: 10

1.25 HEALTH Credits

Prerequisite: None

The primary purpose of Driver and Traffic Safety Education is to save lives and reduce motor vehicle accidents through the education of future highway users. In view of the New Jersey State requirement that all students must have an eye examination and pass the State Driver's Examination with a score of 80 or better prior to participating in behind the wheel, Driver Education Theory (classroom instruction) will best serve the students if offered in the tenth grade. This will enable most students to qualify for Behind-the-Wheel practice offered through private driving schools.

First Aid

Grade: 11

1.25 HEALTH Credits

Prerequisite: None

Accidents occur at all times and all places and are the number one killer of people between the ages of one and thirty-eight in the United States. This loss of our greatest national resource makes it essential that all students receive intensive instruction in the theory and practice of first aid. Every student of school age, as a future responsible adult citizen and parent, should know how and what to do in case of an emergency caused by an unfortunate accident or sudden illness, either at home, in school, or in the community. All students will receive instruction in CPR and the use of the AED for emergency care.

Family Life

Grade: 12

1.25 HEALTH Credits

Prerequisite: None

Family life education at this level is designed to help the students learn about the different aspects of human sexuality and interpersonal relationships. It provides the students with knowledge of pregnancy, childbirth, and family life. The course includes abstinence as well as contraceptive methods and integrates attitudes, values, and skills that are crucial for making decisions regarding sexuality through life. The course also includes information and understanding of STD's and HIV/AIDS prevention. This course will also cover units on parenting, conflicts, aging, death, and suicide.

Physical Education

Grades: 9, 10, 11, 12

3.75 PHYSICAL EDUCATION Credits

Prerequisite: None

Physical Education is a unique approach toward the education of the individual. It is a composite program designed to coordinate and foster the physical, social, emotional, and intellectual development of individuals in order that they may be better able to approach life's problems. As physical activity is the core of the program, it becomes the main medium through which the physical educator works and through which the educative process takes place. Through a careful selection and arrangement of various activities into a meaningful whole, a substantial contribution can be made toward the total education of individuals as they progress through situations involving themselves, the group, and society. The students are thus given the opportunity of experimenting in a laboratory of life situations.

Physical Education Exemptions

Grades: 9 - 12

Students who are part of a Glen Ridge High School Athletics Team, Marching Band, Color Guard, or who participate in an approved program outside of school, may be eligible to obtain Physical Education (PE) credits in lieu of a PE class period. Each completed season will count as a marking period. Students can only be exempt from two marking periods. Health will not be excused.

- Students playing a fall sport or in Marching Band will be excused MP 1 (*depending on health class placement*).
- Students in a winter sport will be excused either MP 2 or 3 (*depending on health class placement*).
- Students in a spring sport will be excused MP 4 (*depending on health class placement*).

Students will inquire/apply through their guidance counselors and be confirmed through the Director of Student Activities and Athletics. If at any moment a student quits or is unable to finish a season on a GRHS team they will be immediately returned into a PE class and must complete that marking period in the PE class. This does not impact their ability to be excused for another marking period during another season.

AP CAPSTONE

Glen Ridge High School is proud to offer students the **AP Capstone** program. Students interested in social or political issues, high schoolers with a passion toward a specific subject of study, learners looking to back up their passions with evidence-based argument skills, and those interested in guiding their own path through the study of their personal interests are all recommended to take part in the course. AP Seminar, offered to both Sophomores and Juniors, allows students to learn about the academic argument process, and is filled with student-based topic selection, debate, evidence sourcing and use, and a focus on the skill of presentation. AP Research, the optional second year of the program, is a unique opportunity for students to learn to complete their own investigation on a self-selected topic, to present to a research review board, and to gain the unique experience of becoming the truest form a researcher. The program as a whole supports our vision of developing life-long learners equipped with the ability to think critically, evaluate diverse perspectives, and communicate a position based on evidence.



YEAR 1: AP SEMINAR

Grades: 9-12

5.0 21st CENTURY Credits

Prerequisite: Teacher recommendation and completed application to be evaluated by AP Capstone Committee

This full-year elective course is the foundational class needed for the two-year AP Capstone diploma. This course will engage students in cross-curricular conversations that explore the complexities of real-world issues and academic topics. Students will learn to analyze and incorporate diverse perspectives to craft credible, evidence-based arguments. Using the College Board's QUEST inquiry framework, students will read and evaluate articles, research foundational, literary, and philosophical texts; listen and view speeches, broadcasts, and personal accounts; and experience artistic works and performances. Students will learn to synthesize information from multiple 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. Students are assessed with two performance tasks completed in class, one of which is a team project and presentation. Students will also take a more traditional end-of-course AP exam. The AP Seminar score is based on all three assessments and is reported on the standard 1–5 AP scoring scale.

YEAR 2: AP RESEARCH

Grade 10-12

5.0 ELECTIVE Credits –or–

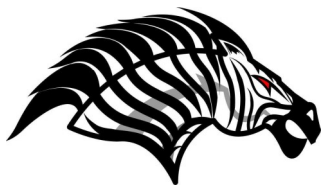
5.0 HISTORY Credits pending approved research topic*

Prerequisite: Successful completion of AP Seminar, teacher recommendation

AP Research, the second course in the AP Capstone experience, 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 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.

*Topic must be approved by AP Capstone Committee for student's 4th year HISTORY elective credits. AP Research is not a substitute for NJ State Graduation requirements (World History, US History 1 or US History 2).

OPTION II



Glen Ridge High School is excited to offer **Option II** experiences to eligible Seniors. According to the New Jersey Department of Education, “Option II (N.J.A.C. 6A:8-5.1(a)1ii) allows students to obtain credit for learning experiences outside of the traditional classroom environment. Some of these experiences may provide real-world connections not available in the school setting. Other learning experiences may go beyond what the traditional high school can provide, allowing students to participate in research, international study, or college-level work.” The GRHS Option II program launched in 2020/2021 with three components: **Career Exploration**

Internship, non-GRHS Courses, and Teacher’s Assistant programs. All structured learning experiences are reviewed, approved and supervised by GRHS faculty and administrators. *Applications are available in the Guidance Department.*

COURSE DESCRIPTIONS

Option II — Career Exploration Internship

Grades: 12

2.5 or 5.0 21st Century Credits

Prerequisite: Completed application approved by Option II Committee

Explore career paths and gain valuable workforce experience while earning high school credits. Examples of this Option II experience include interning at a business, volunteering at an animal shelter, or working at an early childhood center. *Students may earn a maximum of 10 ELECTIVE Credit hours, or the equivalent of 2 instructional periods for successfully completing minimum weekly hours. Each instructional period missed will equal 5 weekly hours of career exploration. Career Exploration will be evaluated as Pass/Fail by the Option II Coordinator.

Option II — Non-GRHS Courses

Grades: 12

2.5 or 5.0 Credits*

Prerequisite: Completed application approved by Option II Committee

Students may earn college credits at a local accredited university while enrolled at GRHS. Examples include Mathematics courses beyond Calculus, or electives not offered at GRHS. While students are currently able to enroll in non-GRHS pre-approved courses, the College Experience allows them to leave school early to attend classes on campus. Students enroll as non-matriculated students in accredited college or university courses for both high school and college credits in lieu of a full GRHS schedule. *Each 3 credit college course will correspond to one 5 credit course at Glen Ridge High School. Credit designation will be determined case-by-case. Courses will be placed on the student’s transcript with a TRANSFER designation, and the final grade will not be calculated into the student’s GPA.

Option II — Teacher’s Assistant

Grades: 12

2.5 or 5.0 21st CENTURY Credits

Prerequisite: Completed application, Approval from Cooperating Teacher and Option II Committee

Gain leadership experience by mentoring Elementary and Middle School students, and supporting Glen Ridge staff. Assignments include Middle School Science, Art, Music, Technology, Physical Education, STEM, Computers, Elementary classes, and School Nurses. Similar to Peer Leadership, the Teacher’s Assistant will meet every day during the designated Middle School class to assist with facilitating daily tasks, labs, and student teaching. Students may earn a maximum of 5 ELECTIVE Credit hours, or the equivalent of 1 instructional period. Application does not guarantee a placement. GR staff have the right to approve or not approve student requests. Teachers’ Assistants will be evaluated as Pass/Fail by the Option II Coordinator,

APPLICATION PROCESS & TIMELINE

February	Student/Parent requests Option II experience in Skyward Family Access.
February/March	Student secures placement (Ex. Internship or Teacher’s Assistant).
March 31	Deadline for submitting Option II application with Guidance Counselor or Option 2 Coordinator.
April 10th	Option II Committee reviews and approves application.
June	Guidance Counselor finalizes schedule for 2023/2024.
September	Student begins Option II experience.
November	Semester 2 applications due.

STAKEHOLDERS & RESPONSIBILITIES

➤ Option II Coordinator

Assist with placements

Supervise field experiences and assess students

➤ Option II Committee

Confirm student eligibility and review/approve applications

Review cases for removal from program

➤ GRHS Student

Secure placement and complete application

Maintain good stranding with academics, attendance, and conduct

Fulfill all obligations required of Option II placement

Communicate progress w/Coordinator

➤ Guidance Counselors

Collect applications

Scheduling

➤ Cooperating Teachers

Supervise Teacher Assistants

Communication with Option II Coordinator

➤ Principal

Program oversight

Appeals (applications and removals)

ALTERNATIVE & ADDITIONAL PROGRAMS

Peer Leadership

Grade: 12

5.0 ELECTIVE Credits

Prerequisite: Participation in the selection process which is based on a written application, group interview, and faculty recommendation.

This course will provide students with a thorough knowledge of group dynamics. Students will also learn leadership and problem-solving skills and will have first-hand opportunities to utilize these skills as they lead weekly small group discussions with the eighth-grade students.

Essex County Vocational-Technical Education

Program

Grades: 9, 10, 11, 12

Half Day

Prerequisite: Application required

The Vocational-Technical Education program offers students the opportunity to learn a vocational skill in a variety of areas, such as: Automotive Technology, Business Technology, Graphics, etc. All freshmen are enrolled in a minimum of three vocational shops. See your guidance counselor for further details.

Virtual High School

Grades: 11 & 12

2.5 or 5.0 Credits

Prerequisite: Consult with Guidance Counselor as prerequisites vary by course.

VHS is a collaboration of more than 200 high schools giving our students the chance to have teachers and classmates from across the country and around the world. VHS allows students an opportunity to pursue an area of particular interest. Students can choose to take courses not offered at GRHS, including Honors and Advanced Placement courses.

- Permission to take a VHS course is based on an application that includes a student signature, parent signature, teacher reference and approval from the guidance department and administration.
- Priority is given to students with unresolvable scheduling conflicts and/or extenuating circumstances. The remaining seats are available on a first come-first serve basis.
- Students will receive 5 credits for a full-year course and 2.5 credits for a semester course. The student's grade will be incorporated into his/her GPA. If the VHS course is taken as an Honors or Advanced Placement Course, students will receive the respected weighted GPA points for that course.
- Students can only take 1 VHS course per semester. All students taking a VHS course must have study hall in their schedule.
- The same GRHS AP guidelines apply to VHS AP courses. Students must take the AP exam in order to receive AP credit on their transcript. If they do not take the AP exam, the weight drops to that of an honors course.
- If a student fails a VHS course, he/she will receive an "F" on their transcript. If a failed VHS course is taken as a graduation requirement, students will need to make up that graduation requirement in order to graduate. If a student fails their first-semester course, they will not be permitted to take a second course.
- The drop policy will be the same as the policy for Glen Ridge High School classes, see page 4. **(Students who drop after the VHS drop/add period will be charged \$150.00 fee/semester, \$300-full year, half the cost of the course).**

For more information, including and application and complete course catalog, visit the GRHS Guidance webpage.

Glen Ridge High School Guidance

Waiver of Academic Placement

Students not recommended for Honors and/or Advanced Placement (AP) courses must meet the following minimum standard of achievement at the time of scheduling in order to waive into those courses:

AP Waiver

Student currently enrolled in AP/Honors Class: B
Student currently enrolled in College Prep. Class: A

Honors Waiver

Student currently enrolled in Honors Class: C+
Student currently enrolled in College Prep. Class: B+

Students may only waive into 3 courses.

Students and parents are advised there is increased academic rigor with Honors and AP classes. This means more homework, faster pacing, and challenging assessments. Furthermore, AP courses follow a standardized curriculum, scope and sequence set by the College Board to prepare students for success on the national exam. Waivers will be re-evaluated at the end of Marking Period 1 to determine appropriate placement.

Students with waivers at the time of scheduling will have their grades checked at the end of the school year by the guidance counselor to ensure the student has met the minimal requirement. Those who do not meet the requirement will be placed in their originally recommended class.

Students and parents will be allowed to appeal a waiver denial if there are unique circumstances. This appeal must be put in writing.

There will be a strict enforcement of an **April 5th** deadline for any student who would like to waive into a course.

I understand and agree to the conditions stated above.

Academic Course: _____

Name of Student: _____

Student Signature: _____

Parent Signature: _____

Guidance Counselor Signature: _____

Date received in Guidance: _____

Glen Ridge High School Guidance

Class ADD/DROP Form

Every attempt is made to place the student in each course he/she requests. On occasion students enroll in a course and later decide to drop the course and/or add another course. Ability to add courses is determined by the number of available seats in each class.

Grade Policy:

After the 1st Marking Period there will be an official withdrawal on the report card (**WP** or **WF**, Withdraw Passing or Failing).

If a student enrolls in a similar course the following process will be implemented:

Completion of 0-2 Weeks

No grades will be carried over to the new class. Students should be given sufficient time to make up missed assessments.

Completion of 3 – 8 Weeks

The student's grade will be transferred into new class. The grade in the course they are withdrawing from should represent an equivalent percentage of the grade for the class there are entering.

Completion of 9-11 Weeks

The student's grade from the dropped class will be the grade for the marking period in the added class. The student will take any remaining assessments in the added class in order for the teacher to assess their current understanding of the material.

Students dropping an Advanced Placement or Honors course and enrolling in a college prep course will have their average weighted when their grades are transferred.

I understand and agree to the conditions stated above.

Course Dropped/Added: _____

Teacher Signature (textbook returned): _____

Student Signature: _____

Parent Signature: _____

Counselor Signature: _____

Date Received in Guidance: _____

Email Addresses: LDeptula@glenridge.org LRothweiler@glenridge.org ORusynko@glenridge.org
Ph# 973-429-8309

Glen Ridge High School Guidance
Four-Year Planning Worksheet

Courses	Credits	Grade 9	Grade 10	Grade 11	Grade 12
English	20				
Social Studies	20				
Mathematics	20				
Science	20				
World Languages	10				
Visual & Performing Arts	5				
21st Century Life & Career Skills (Includes 2.5 Computer Science Credits)	5				
Financial Literacy	2.5				
Health & Physical Education	20				
Electives					
Total	122.5 required				

Standardized Test	English	Mathematics