Bergenfield High School

Program of Studies

2025-2026

Principal: Robert Ragasa

Assistant Principal: Matthew McGrath

PRINCIPAL'S INTRODUCTION

Dear Parent/ Guardian/Student:

The 2025-2026 Program of Studies serves as a resource to provide information on course offerings and graduation requirements at Bergenfield High School. Available courses and programs are described to provide information on course expectations and instructional content. Please use this guide as a beginning step to planning your sequence of studies.

Choose your subjects wisely and please read through the course descriptions before you decide to schedule the class for next year. Make sure you are on the path to meet graduation requirements. It is also advised that you take courses that are challenging and match your academic interests. There are numerous programs that reflect a broad scope of interests and abilities. Each student is strongly encouraged to consult with his/her/their school counselor, teachers and parents before finalizing selections.

School counselors are a valuable resource to students and their families. We encourage students and families to work with their respective counselors on course selection. If any parent or student has any questions regarding course selection, please contact the student's guidance counselor.

The mission of the Bergenfield Public School District is to offer programs and services that enable all students to become self-directed, lifelong learners who are successful in college and the workplace while displaying a strong sense of citizenship. Bergenfield High School's administration, faculty and staff will foster a collaborative environment with students and families to achieve success. I wish you a most fulfilling and rewarding experience at Bergenfield High School.

Sincerely,

Robert Ragasa

Principal

BHS COUNSELING DEPARTMENT

The mission of the Bergenfield High School Guidance Department is to inspire and empower all students to achieve their personal, academic, and career goals. We are committed to supporting students in meeting graduation requirements while preparing them to excel in their chosen paths after high school, whether that is college, technical school, military service, or entering the workforce.

Our counselors play a pivotal role in ensuring students meet all graduation requirements, addressing academic challenges, and providing support for social-emotional learning (SEL) needs. We believe that fostering students' emotional well-being is critical to their overall success and growth.

Through a comprehensive guidance program, we provide access to Advanced Placement (AP) classes, dual enrollment opportunities, and shared-time vocational and technical experiences, allowing students to gain college credits and hands-on career skills. We also orchestrate college visits, career fairs, and other post-secondary exploration activities to help students make informed decisions about their futures. College admission is granted to students at the discretion of the college admissions offices based on the student's academic records, test results, résumé, and the recommendations of the counseling staff and faculty.

No matter what path they choose, our goal is to equip them with the tools and confidence to thrive beyond high school. A tradition of BHS is that college acceptances and scholarships are announced at the public Board of Education meetings. If a student wishes NOT to be acknowledged at these meetings, he/she must notify their Guidance Counselor, the Director of Guidance, or the High School Principal in writing by September 30th of senior year.

Director of Counseling
Stephanie Machin

School Counselors
Rachel Farmer
Lauren LaPorta
John Mahoney
Dana Massey
Melissa Yoskowitz
Estefania Valera

Student Assistance Counselor
Linda Depinto

NOTICE OF NON-DISCRIMINATION

The Bergenfield Public Schools prohibits discrimination and harassment based on actual or perceived characteristics including but not limited to race or color; religion or creed; disability; gender identity or expression; liability for military service; nationality, national origin or ancestry; pregnancy or breastfeeding; marital or domestic partnerships or civil union status; sex; sexual orientation. People cannot be treated differently, harassed or otherwise discriminated against based on their membership in a protected class in any educational program, or activity.

The following individuals are designated to coordinate compliance and handle complaints under Title II, Title IX and Section 504.

Title II Coordinator
District 504 Coordinator for Staff
Shane Biggins
225 West Clinton Avenue
Bergenfield, NJ 07621
sbiggins@bergenfield.org
201-385-8020 x 1811

Title IX Coordinator
District 504 Coordinator for Students
Darlene Joseph-Markman
225 West Clinton Avenue
Bergenfield, NJ 07621
dmarkman@bergenfield.org
201-385-6250 x 19

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GRADUATION REQUIREMENTS

The following are the New Jersey State and Bergenfield High School graduation requirements. All students must meet these requirements in order to receive a Bergenfield High School State Endorsed diploma.

24 credits must be completed to graduate. All full year courses carry 1 credit, with half year courses carrying .5 credits. Seniors must successfully complete all graduation requirements prior to the graduation date in order to participate in the graduation ceremony.

SUBJECT AREA	CREDITS
ENGLISH (9-12)	4.0
PHYS. ED & HEALTH / DRIVERS ED. (required each school year enrolled)	4.0
SOCIAL STUDIES (including): · Modern World History /Geography · US History I · US History II	3.0
MATHEMATICS · Algebra I or the content equivalent · Geometry or the content equivalent · Third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college/career readiness	3.0
WORLD LANGUAGE · BHS requires 2.0 credits for graduation and college/career readiness	2.0
SCIENCE (including): · Laboratory biology/life science or the content equivalent · Laboratory/inquiry based science course (i.e., chemistry, environmental science, or physics) · Laboratory/inquiry based science course	3.0
VISUAL or PERFORMING ARTS	1.0
21st CENTURY LIFE and CAREERS	1.0
FINANCIAL LITERACY	.5

CLASS STANDING & GRADING

The Board of Education has designated grade level status by cumulative credit. The following are the grade level designations:

CREDITS

Freshmen/Grade 9	0 - 5.99 credits
Sophomore/ Grade 10	6.0 - 11.99 credits
Junior/Grade 11	12 - 17.99 credits
Senior/Grade 12	18 or more credits

MARKING SYSTEM

Letter Grade	Numerical Equivalent
A+	96.5-100
A	92.5-96.49
A-	89.5-92.49
B+	86.5-89.49
B	82.5-86.49
B-	79.5-82.49
C+	76.5-79.49
C	72.5-76.49
C-	69.5-72.49
D	64.5-69.49
E	64.49-01.00

WEIGHTED SCALES

Grade Pt. Avg. Scale		Bonus Scale/Honors		Bonus Scale/Adv. Place	
A+	4.33	A+	.08	A+	.1
A	4.00	A	.08	A	.1
A-	3.66	A-	.08	A-	.1
B+	3.33	B+	.06	B+	.08
B	3.00	B	.06	B	.08
B-	2.66	B-	.06	B-	.08
C+	2.33	C+	.04	C+	.06
C	2.00	C	.04	C	.06
C-	1.66	C-	.04	C-	.06
D	1.00	D	.02	D	.04
E	0	E	0	E	0

ADVANCED PLACEMENT PROGRAM (AP)

Advanced standing in college via awarding of credit/placement is possible by taking Advanced Placement (AP) courses and performing successfully on the AP examinations distributed and scored by Educational Testing Service. Advanced Placement course credit will be given a greater weight for grade point average calculation purposes than will be Honors course credit. Students who take an AP course must take the AP exam. The Board of Education pays the fee for these assessments. Students who earn a score below 3 on the AP exam will earn honors course credit only. Traditionally, BHS students have done well on the Advanced Placement Examinations and have received advanced college placement based upon their scores. Students who are absent the day of the test are required to reimburse the Board for the cost of the test.

AP COURSE OFFERINGS

ENGLISH
AP Language and Composition
AP Literature
AP Seminar
AP Research

HISTORY
AP African American Studies
AP Art History
AP United States History
AP World History
AP Psychology
AP US Government & Politics
AP Macroeconomics/Microeconomics
AP Human Geography

MATHEMATICS
AP Calculus AB
AP Calculus BC
AP Statistics
AP Pre Calculus

SCIENCE
AP Biology
AP Chemistry
AP Environmental Science
AP Physics 1
AP Physics C

WORLD LANGUAGE
AP Spanish Literature
AP Spanish Language
AP French Language

ART
AP Drawing
AP 2-D Art & Design
AP 3-D Art & Design
AP Music Theory

TECHNOLOGY
AP Computer Science A
AP Computer Science Principles
AP Cybersecurity 1 & 2

DUAL ENROLLMENT COURSES

The Dual Enrollment Program at Bergenfield High School offers students the chance to earn college credits while completing high school courses. In partnership with accredited colleges and universities, the program allows students to gain a head start on their college education, saving time and money in the long run.

- Earn College Credits: Simultaneously earn high school and transferable college credits.
- Variety of Courses: Explore subjects such as English, math, sciences, and electives aligned with college standards.
- College Preparation: Experience the rigor of college-level work and build a strong academic profile.
- Experienced Instructors: Courses are taught by qualified faculty approved by partnering institutions.

Financial Obligation:

Families are responsible for a small fee per course, determined by the partnering institution.

Enrollment:

Students must meet academic criteria and obtain approval. For more details, contact the guidance office. Bergenfield High School offers the following courses as part of dual enrollment programs:

Bergen Community College
Chemistry Honors

Fairleigh Dickinson University
Business Law and Ethics
Computer Science
Fundamental College Financial Accounting and Reporting Principles 1 Honors
Fundamental College Accounting II Honors
AP Literature and Composition
Probability and Statistics
Public Speaking
AP Statistics

Rutgers University or Bergen Community College
Anatomy and Physiology 1 Honors
Anatomy and Physiology 2 Honors

Seton Hall University
AP Music Theory
AP Spanish Language
Honors Symphony Orchestra
Honors Wind Ensemble

Stockton University
Green Technology Senior Design Capstone Project

Syracuse University
Forensics

University of Medicine and Dentistry of New Jersey
*Must pass UMDNJ end of year course exam
Dynamics of Healthcare
Medical Terminology
Medical Math
Anatomy and Physiology 1 Honors
Anatomy and Physiology 2 Honors

CLASS RANK

Rank-in-class is determined by listing all students in a grade from highest to lowest-the highest GPA is ranked #1, the second highest is ranked #2, etc. The Weighted Rank will reflect the additional GPA points given for weighted courses successfully completed. To be included in class rank, a student must be in attendance at Bergenfield High School for a minimum of two full years prior to the first semester of senior year, have passed the New Jersey Student Learning Assessment (NJSLA) in both English/Language Arts and Mathematics, and have taken all required courses (e.g. - a transfer student would need to transfer in by second semester of sophomore year to be considered in class rank. Only courses taken at Bergenfield High School will be calculated in class rank. Class rank will be available at the end of junior year and the final rank at the conclusion of 1st semester of senior year. Class rank is not re-calculated at the end of senior year. A student who has not met the requirements to be given a class rank will be given an estimated class rank upon request. Questions regarding GPA and Rank in Class should be referred to the counselor or Director of Counseling.

HONOR ROLL

A student must have all of the following:
- GPA of 3.3 or higher
- have 5 or more classes
- cannot have a grade lower than a B- in any of their courses

HIGH HONOR ROLL

A student must have all of the following:

- GPA of 3.7 or higher
- have 5 or more classes
- cannot have a grade lower than a A- in any of their courses

PASS or FAIL EVALUATION PROCEDURE

If you are concerned about attempting a course which could negatively affect your grade-point average and rank-in-class, you might wish to consider the Pass-Fail option. Students electing the Pass/Fail option for either full or half year courses have until a week following the day that the marking period 1 report cards are first issued to exercise this option.

Decisions concerning courses only one marking period in length must be made within the first two weeks of the course. Once the decisions have been made, there will be no opportunity to change the type of grading procedure selected.

Pass/Fail means that a student will receive a "P" or an "E" as an evaluation of work in a course, with a final evaluation of "P" granting credit for the course. A "P" grade will not be used in computing the student's grade-point average or class-rank. A student who receives a grade of "E" will not be given credit for the course. The "E" will be computed as a failure and will be used in grade point average calculations and class rank. Any student electing a Pass-Fail evaluation must complete all required work for the course, including homework, tests, reports, etc. in order to receive a "Pass." Teachers will mark Pass-Fail students just as they mark other students. Students will have marks of A, B, C, or D recorded as "P" on their report cards. A failing mark will be recorded as "E."

Each student may elect to take one course as Pass/Fail during each of their years at Bergenfield High School. Students wishing to take two or more Pass/Fail courses in the same year must obtain administrative approval. All Pass/Fail selections require parental approval. Students desiring to elect the Pass-Fail option must present to the appropriate classroom teacher a Pass/Fail Request Form which may be obtained from their school counselor.

Required academic courses may not be taken for a pass/fail grade

OPTIONS FOR DROPPING COURSES

From the time course selections are made until the date announced by the Principal of the high school a student may change his/her course selections. No changes will be made once school starts unless there is an error in the schedule. Students, however, must maintain a minimum of seven units of credit for the year.

If a student drops a class after the designated time, and after the semester starts his/her transcript will have a "WE" (withdrawn failing) recorded as a final grade.

Any student who wishes to drop a course must obtain a drop form from his/her guidance counselor and have it signed by student, parent(s), teacher and counselor and Principal.

Seniors: please be advised that if a course is dropped after the designated time period, colleges will be notified of this change in your academic program.

SUMMER SCHOOL

Bergenfield offers summer school to its own students. In order to obtain credit for a summer school class students must take and pass the course at Bergenfield or another approved summer school. If the parent wishes to send their child to another school and receive credit for the course, they must receive prior written permission from the Director of Guidance or her representative.

N.J.S.I.A.A. ELIGIBILITY REQUIREMENTS

To be eligible during the fall and winter athletic seasons, a student must pass 25% of the state requirements for graduation. The total state graduation requirement is 24 credits. Therefore, a student must pass 6 credits at the conclusion of the second semester or the conclusion of summer school. To be eligible for the spring season, a student must be passing 12.5% of the state requirements or 6 credits at the conclusion of the first semester. This applies to all students.

If a student is eligible at the start of a sports season, he/she/they remains eligible for that entire sports season regardless of his/her/their grades at the end of a marking period.

ANNUAL PUBLIC NOTICE

In accordance with USDE Guidelines IV-O, Title VI: 34 C.F.R. § 100.6 (d) this notice shall serve to advise students, parents, employees and the general public that all Career and Technical Education opportunities offered by Bergenfield High School are available regardless of race, color, national origin, sex or disability.

During the academic year, Bergenfield High School offers two career and technical education programs: 1) Health Science and 2) Business Management and Administration. Admission and criteria for selection in career and technical education programs do not restrict any race, color, sex, national minority origin or student with a disability from participation or access in the Bergenfield High School Career and Technical programs. Applicants are required to meet the district's general admission criteria as well as the individual program's admission criteria. Applicants may contact the CTE Perkins coordinator to determine eligibility and qualifications for a specific program.

Bergenfield High School programs are designed to prepare youth for a broad range of employment and further education and are offered under the guidance of certified

teachers. The following is a list of programs being offered this year and the criteria for admission.

> Health Science- ability to work collaboratively in a classroom/lab setting; Business Management and Administration-ability to work collaboratively in an office environment.

The CTE Health Science program consists of a four-course pathway: Dynamics of Healthcare, Health and Wellness, Medical Terminology and Anatomy and Physiology. Students will have the opportunity to gain postsecondary credit through articulation agreements with Bergen Community College and Rutgers University.

The CTE Business Management and Administration program consists of a three-course pathway: Business Dynamics, Business Communication and Business Law and Ethics. Students completing this program will have the opportunity for postsecondary credit through Fairleigh Dickinson University. Students will also take the end-of-program examination in Fundamental Business Concepts.

Bergenfield High School serves a diverse population and as such serves several national origin minority communities. In keeping with the requirements of a community of national origin minority persons with limited English language proficiency, BHS is committed to dissemination of public notification materials to that community in its native language and assure that the lack of English-language proficiency will not be a barrier to admission and participation in BHS CTE programs.

The following individuals are designated to coordinate compliance and handle complaints under Title IX and Section 504. Additionally, any questions regarding CTE can be answered by the Perkins Program Coordinator.

Title IX Coordinator
District 504 Coordinator
Darlene Joseph-Markman
dmarkman@bergenfield.org
201-385-6250 x 1901

CTE and Perkins Program Coordinator
Dr. Edward Bertolini
ebertolini@bergenfield.org
201-385-8600 x1303

CAREER PATHWAYS

Science Technology Engineering Math (STEM)
Health Careers Program

Green Technology Bergen County Technical Schools
Business Management and Administration

SCIENCE TECHNOLOGY ENGINEERING MATH (STEM)

The Bergenfield STEM Program offers specially designed curriculum tracks for the most promising high school students in our district who are seriously considering a career in the STEM fields. If accepted into the STEM Program, students will be required to; maintain a "B" or better average in a set curricula of advanced coursework, work with an advisor over a 4-year period to design, conduct, and present the findings of a technical research project, and participate in at least one related state or national competition.

The primary goal of the STEM Program is to offer an accelerated curriculum track for our students who are considering careers in the life science and engineering fields. The STEM program will prepare students for engineering-oriented colleges and eventually, successful integration into today's ever-changing technological job market.

Students must apply for acceptance into STEM. Enrollment will be limited to 10-15 students per grade level. STEM students will be given priority in ensuring enrollment in STEM courses.

Minimum qualifications and entrance criteria for admission into the STEM Program:

- Successful completion of Algebra 1 (B or better)
- NJSLA scores and math/science/technology grades
- Teacher recommendation
- Successful panel interview

Academic Standards: Students must maintain a "B" or better average in a challenging sequence of advanced STEM courses during the school day:

- **9th Grade**: AP Environmental Science, Honors Chemistry, Algebra II Honors or Geometry Honors
- **10th Grade**: AP Chemistry, Honors Biology, Algebra II Honors or AP Precalculus
- **11th Grade**: AP Biology, AP Physics 1 or 2, AP Calculus AB/BC or AP Precalculus
- **12th Grade**: AP Physics C, AP Physics 1 or 2, or another Science elective, AP Calculus AB/BC, or AP Statistics

Required Coursework : Research Project

1. General: STEM students must work with an advisor over a 4-year period to design, conduct, and present the findings of a technical research project.

2. Portfolio, Journal, and Work Log:

a. Students must maintain an organized portfolio of all research-related work performed throughout his/her experience. This will include any notes, interviews, activities, research studies, etc. as they pertain to the project.
b. A running journal is also required and will serve to help organize the work.
c. It is the student's responsibility to document his/her hours or research-related study in a work log book.
d. Advisors will assist students in setting up their individual portfolios, journals, and work log books.

3. STEM Pass/Fail Marking Period Grade:
    a. Assessed by a mentor-created rubric system, students will receive a pass/fail grade each marking period based on, but not limited to, their portfolio, journal and work log submissions. Students will be receiving 1.0 course credit hour per year through a BHS Independent Project (IP).
    b. Along with ongoing formative assessment of students, progress advisors will provide their students with a summative assessment at the end of each marking period.

4. Deliverables and Deadlines
    a. Year 1 - Investigation and Selection of Research Topic:

Students will work both independently and under the direct supervision of their mentor for a minimum of 3.5 hours per week to investigate and select a primary research question. A summary report (5-10 pages) must be submitted to the mentor by the last week of the 2nd marking period. Students will then conduct an extensive literature search of a topic of interest. Students must log all time spent on this effort in order to receive credit for this effort.

    b. Years 2 & 3 - Essay Defense / Project Design & Research:

Students will prepare and defend a topic-related critical essay (15 – 20 pages) to a committee of STEM mentors during the second marking period of their second year. In the remainder of their second and third year, students will work with their mentor, and possibly, outside experts to design and conduct a technology-based research project. Students will be encouraged to work with affiliate colleges and/or universities. Students will continue to provide their mentors with on-going reports documenting efforts (minimum 3.5 hrs/week) and research findings in order to receive credit.

    c. Year 4 - Presentation of Research Findings:

In their final year, students will work with their mentor to compile their research findings (Thesis: 20 – 30 pages) and present them in a "defense-style" dissertation before a panel of STEM Mentors and outside experts. Work logs must document efforts of no less than 3.5 hours/week.

Special Priority Requirements

1. Monthly Priority Day: On the first Tuesday of the month, ALL STEM

students will be required to meet as a group (3:05pm – 4:05pm) in room 231. The purpose of these sessions is to ensure that all participants are aware of, and keeping pace with, requirement deadlines.

2. Technology Seminars: All first year STEM Students must attend a minimum of five technology and engineering seminars to be held at FDU's Teaneck Metropolitan Campus. These sessions are run on Saturday mornings during the spring semester.

Competition Requirements:

1. General: Students will be required to participate in at least one State or National Competition.

2. Options: Students may choose from the following:
    a. Junior Science and Humanities Symposium at Rutgers
    b. STEM C2 Research Summit at Bergen Community College
    c. Chemistry Olympics
    d. North Jersey Regional Science Fair
    e. Other recognized STEM Competitions

HEALTH CAREERS ACADEMY

The mission of the Bergenfield High School Health Career Academy is to provide a rigorous and relevant academic/exploratory program of study for students wishing to pursue higher education with a career in health professions.

HEALTH ACADEMY COURSE PATHWAY FULFILLMENT: In order to graduate with a distinction as a Health Careers student, each student must achieve a final grade of 80 or above in each of the following courses in the Health Career Course Pathway:

- Dynamics of Healthcare
- Medical Terminology
- Anatomy and Physiology

Plus completion of one of the following upper-level Science courses:
- Anatomy and Physiology II
- Scientific Principles of Nutrition
- Forensics
- Chemistry Honors (B)
- AP Biology or AP Chemistry or AP Physics

STUDENT SELECTION: 8th grade students from Roy W. Brown Middle School who express an interest in studying or working in the health professions are eligible to enter Bergenfield High School as a Health Careers Academy student. These students will become oriented to the exploratory portion at the end of their 8th grade year and can

begin on-site job shadowing experiences during their freshman year. The academic portion of the program will begin for most students in 10th grade.

POSTSECONDARY PARTNERSHIPS: The Bergenfield High School Health Career Academy works in conjunction with Bergen Community College, Ramapo College, Englewood Hospital Medical Center, and the University of Medicine and Dentistry of New Jersey (UMDNJ) to provide students with the opportunity to earn college credit for course work completed during the course of the school day. Graduates of the Health Career Academy may choose to continue their educational pathway at BCC or Ramapo.

Programs offered at Bergen Community College include:

- Dental Hygiene
- Nursing
- Radiography
- Respiratory Therapy
- Sonography
- Veterinarian Technician
- Radiation Therapy
- Surgical Technician

EXPLORATORY PROGRAM/COMMUNITY SERVICE: Every student is required to complete a minimum total of 50 hours of community service while a student in the Health Career Academy. These hours can be fulfilled through volunteer service at Englewood Hospital Medical Center. Those students who do more than 50 total hours will be recognized for their service through Bergenfield High School community service program. For every 30 hours above the 50 required hours students may earn .25 elective credit and a maximum 1 elective credit per calendar year. Each student must obtain pre approval for these additional hours and follow the community service procedures which includes keeping a log and having a supervisor.

Course of Study

Grade	Core Courses	Pathway Options
9	English 9 or English 9 Honors	No Specified courses
9	Modern World History or Modern World History Honors or AP World History	Begin Exploratory hours at Englewood Hospital
10	English 10 or English 10 Honors or AP Seminar	Dynamics of Healthcare
10	US History I or US History I Honors	Medical Terminology
11	English 11 or AP Language and Composition or AP Literature and Composition	Anatomy and Physiology

12	English Composition or AP Language and Composition or AP Literature and Composition	Anatomy and Physiology II
12	PE/Health	Scientific Principles of Nutrition Forensics Any AP Science Course

GREEN TECHNOLOGY PROGRAM

Bergenfield Public Schools and Bergen County Vocational Technical Schools have designed a shared-time pilot program at Bergenfield High School geared toward identifying Students who would benefit from an innovative approach that integrates real-world, hands-on project work (Green Tech experience) with academic instruction. The themes of green technology, current environmental issues, and sustainable design are to be used as the foundation for the instructional process.

Students in this interdisciplinary program would have their science, social studies, and a career and technical lab integrated together during 3 class periods daily. As part of this experience, students will work on real-world projects such as designing and constructing new energy-efficient devices such as solar powered vehicles, state-of-the-art water purifiers, and sustainable agriculture systems. Concepts taught in both the academic and Green Tech classrooms will provide students with the necessary background to apply what they learn in these types of projects.

Four-Year Course Sequence

The four year program integrates real world design challenges into technical content that motivates students to design and create a sustainable future. Students will gain the basic knowledge of design principles similar to that of a standard pre-engineering program. However, the continuous theme of sustainability will guide students through design challenges in energy/transportation, materials technology, and environmental management.

Year One

Fundamentals of Sustainable Engineering and Technology

This course aims to introduce students to the beliefs, philosophies, and scientific principles that support a more sustainable world. Through project-based learning experiences, students develop their basic understanding of the world around them with particular interest in how we use energy, materials, and resources to design, build, and power our world. Initial explorations focus on their connections to the natural world and the extent to which human activity impacts it. Building on these concepts, students design and build a model that embraces the science, ethics and efficiency standards that correspond with sustainable practices to demonstrate a means to mitigate human impacts.

Year Two

Solar/Environmental Resource

Students will learn the basics of engineering design and begin creating sketches and documentation. This course serves as an introduction to the basics of CAD using *Google Sketchup*. This course will allow students to utilize the design process to compete to make a solar cooker, solar powered race car, design and build a solar panel, and design an off-grid PV system. ***This course fulfills the state requirement for one credit in career education required for graduation.***

Year Three

Fundamentals of Wind and Water

This course aims to introduce students to other forms of alternative energy as well as the global water crisis. The students are first engaged in a collaborative effort to research solutions, identify constraints and criteria, develop a plan/approach, document, draft, prototype, evaluate, refine, create, implement and present the best wind turbine for a proposed application. The students are then introduced to the importance of water in our world and will explore water-based issues. Building on these concepts, the students will design and build a water filtration device and a hydropower project. ***This course fulfills the state requirement for one credit in career education required for graduation.***

Year Four

Senior Design Capstone Project

The Senior Capstone Design Project is designed to engage students in an individualized learning program that builds upon their technical, academic, aesthetic, and professional abilities. The students will research and choose an area of interest and be assessed on their ability to design, create, implement (engage the community), monitor, and evaluate a product or a process that improves sustainability and/or energy efficiency. The result will be an original, useful project that focuses on a specific area of interest. The curriculum for Stockton's Introduction to Sustainability course will be followed. Students will have the option of taking this course through Stockton University to potentially receive 4 college credits.

*Dual enrollment with Stockton University

All Green Technology courses will be delivered in a "state of the art" classroom complete with renewable energy demonstrators that will allow students to design, build, and test systems that utilize solar, wind, hydro, and biofuel power.

Elective Course

Engineering Course

The CTE Engineering Course is designed for students in grades 10-12 that are interested in the Green Technology Program, but who may or may not be able to complete a multi-year course. This course is hands-on, project-based and engineering design process intensive. Students will develop a basic understanding of the world around them with particular interest in how we use energy, materials, and resources to design, build, and power our world. Initial explorations focus on their connections to the natural world and the extent to which human activity impacts it. Building on these concepts, students design and build a model that embraces the science, ethics and efficiency standards that correspond with

sustainable practices to demonstrate a means to mitigate human impacts. If the student decides that they would like to continue on with the program after completing the Engineering Course, they may use this course to count towards the Year One or Year Two curriculum and move on to Year Two or Year Three. ***This course fulfills the state requirement for one credit in career education required for graduation.***

INDEPENDENT STUDY PROGRAMS

Independent Study Programs are available to all students for the purpose of studying new or different subjects not already offered as part of the regular curriculum. Individual programs are contingent upon a staff member's willingness to voluntarily develop an appropriate curriculum and monitor its implementation. Interested students should discuss this option with their guidance counselor.

ART

Art	9th	10th	11th	12th
Elective Course*	Artscope Ceramics 3-D Designs in Sculpture Digital Photo. Drawing & Print. Fashion Design & Advertisement Painting Theatre 1,2,3 TV Studio Prod. 1	Artscope Ceramics 3-D Designs in Sculpture Digital Photo. Drawing & Print. Fashion Design & Advertisement Painting Theatre 1,2,3 TV Studio Prod. 1 TV Studio Prod. 2	Artscope Ceramics 3-D Designs in Sculpture Digital Photo. Drawing & Print. Fashion Design & Advertisement Painting Theatre 1,2,3 TV Studio Prod. 1 TV Studio Prod. 2 Art Lab Art Prep Creative Video AP Drawing AP 2D Design	Artscope Ceramics 3-D Designs in Sculpture Digital Photo. Drawing & Print. Fashion Design & Advertisement Painting Theatre 1,2,3 TV Studio Prod. 1 TV Studio Prod. 2 TV Studio Prod. 4 Art Lab Art Prep Creative Video AP Drawing AP 2D Design AP 3D Design

All Art students are required to compile a note/sketchbook that will include assigned sketches/drawings and/or notes, reference assignments, classroom lecture notes, clippings, and local field trip reports as determined by the instructor. Non-submission will mean failure in the course.

FOUNDATION COURSES

Foundation courses are the basic fundamental entry level offerings in the Art Department.

Artscope 751
Artscope is the foundation course in art. This means it is the basic preparation course directed toward providing students with an understanding of the principles and elements of design as they apply to a varied spectrum of art experiences such as: painting, drawing, printmaking, ceramics and crafts. Emphasis will be placed on sensitizing the student to the nature of personal and independent means of expression. Also included will be the history of art to demonstrate the interrelationships of art and man throughout history and to his environment today. ***This course fulfills the state requirement for one credit in visual or performing art required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

FINE ARTS

The FINE ARTS are defined as those areas that reflect and comment upon man's visual response to the society and environment in which he lives and works. They encourage the development of an individual and personal form of expression through exposure to and experience with a wide range of materials, techniques, and processes.

Drawing 752
Drawing is the initial base for most creative expressions in the fine and applied arts. This course is designed to teach the student how to "draw" by developing their motor skills and natural abilities to observe and appreciate the aesthetics of their environment. Learning to "see" and the exploration of a range of drawing problems in a variety of media (pencil, ink charcoal, pastel, wax, and oil crayons) will be emphasized. Attention will be directed toward various subject matter (natural, architectural, and found forms) in figurative, abstract and nonobjective compositions. Emphasis on the development of surface characteristics of line, shape, value, and texture will be stressed. All elements of drawing will be contrasted against historical forms. The second semester will focus on more advanced skills in both Drawing and Printmaking and creating quality pieces for submission into various Art Shows in the surrounding area. ***This course fulfills the state requirement for one credit in visual or performing art required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: Artscope or teacher recommendation
Credit: 1 unit

Painting 754
Painting problems will evolve from the design foundation set through drawing but with color assuming the primary role. This will be studied through a series of exploratory lessons in various painting media particularly in transparent and opaque watercolor, later in acrylics, and will culminate in the development of personal independent works. The major emphasis will be on individual expression of the student as she/he works, and that

of artists who have worked throughout history. Additional emphasis may be placed on the development of painting seen as a sequential progression of schools and approaches. The second semester students' will learn more advanced skills that will translate into creating quality Art work for submission into various Art shows in the surrounding area. ***This course fulfills the state requirement for one credit in visual or performing art required for graduation.***

Grade: 9 ,10, 11, 12
Suggested prior courses: Drawing
Credit: 1 unit

Intermediate 2D Studio Art 755

In this course, students will advance their contemporary and historical awareness of Painting and Drawing using different media. Students, with minimal assistance, will continue to demonstrate the emergence of a personal voice and visual style/approach in their work and gain an understanding of how concept informs choices with respect to tools and materials. This class will prepare students for the rigorous sequence of the AP 2D and 3D Studio Art classes. ***This course fulfills the state requirement for one credit in visual or performing art required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: Drawing, Painting, or teacher recommendation
Credit: 1 unit

3-D Designs in Sculpture 757

The students' will have experiences in 3 dimensional design with major emphasis placed on problems of form, spatial and environmental relationships, and the development of skills in the handling of new materials, and equipment. All students may explore and work out problems in 3 major sculptural areas: (1) additive (clay, plaster, wire); (2) subtractive (wood, stone, clay, styrofoam, plaster w/vermiculite); and (3) assemblage (constructions with found materials). The second semester will focus on more advanced skills where students can transfer their learning into quality pieces of art that will be submitted during various Art shows in the surrounding area. ***This course fulfills the state requirement for one credit in visual or performing art required for graduation.***

Grade: 9,10,11,12
Suggested prior courses: Artscope
Credit: 1 unit

APPLIED ARTS - COMMERCIAL, MEDIA & CRAFT AREAS

The APPLIED ARTS areas of the program reflect places where art is applied to both vocational and avocational interests. The emphasis in these courses will be on the interrelationship between art and other disciplines, e.g., journalism, the media, social studies, language, literature, etc., and in product development that has possible career orientation. The elements and principles of design will act as a foundation for creative work. Students will explore a wide range of art activities in multiple, graphic and media

sections. Though the nature of these courses will be exploratory, specific emphasis will be placed on concrete product development that will incorporate skill refinement with tools, processes, techniques, equipment and the utilization of a system of product development: its conception, planning, how it is implemented, refined, manufactured, and finally, assessed.

Fashion Design, and Advertising 784

This course is geared to provide the student with an opportunity to explore careers in Fashion and Advertising. Emphasis will be placed upon drawing from life and from costumed models as well as practice and skill development using a diversity of methods, techniques, and special materials. Also developed will be the student's knowledge and understanding of the aesthetic principles and skills involved in Fashion Design and Advertising. Work will cover some aspects of merchandising and the study of accessories. The use of technology will be pursued whenever possible to explore trends in fashion and advertising in today's 21st Century work world. The second semester of the year students will focus on Advertising, Design, and Layout skills that will introduce students to the concepts used in a wide range of commercial art applications. By encouraging students to arrive at original creative solutions to ordinary commercial assignments, conceptual problem solving characteristics of the visual image and how these images communicate information and emotions will be explored. Students will gain practical working experience using digital and traditional techniques, materials and processes to develop layouts, paste-ups and mechanicals for advertisements, brochures, packaging design, logotypes, CD covers and posters. Graphic Design's historical role, as a means for visual communication through the use of digital technology, computers, software, typography, composition, color theory and various media will be covered. ***This course fulfills the state requirement for one credit in visual or performing art required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: Artscope
Credit: 1 unit
**Attempts will be made for both of the commercial offerings to enlist the services of a professional artist in some of the above-mentioned areas to explain career opportunities and to encourage them to further explore commercial avenues of art. Field trips may be taken to agencies and other establishments to provide students with exposure to commercial studies.*

Television Studio Production I 793

This is a full year course designed to introduce students to television studio production. The class will utilize a fully functional television studio and computer lab to gain practical experience of the technical and aesthetic concepts necessary to produce, write, edit, report and televise regularly scheduled shows. Broadcasts will feature a "News / Magazine" style program and highlight school news, student editorials, student achievements, current events, sports and community events. Certain projects in this course will require after school time as well as weekends to write, report, film, edit and produce scheduled broadcasts to the school and community. Students who sign up for this course should have

a strong interest in writing, research, video, sound engineering, computers, editing, lighting and on - air reporting. All TV Production students will have the opportunity to be featured on the 'Bears Media' YouTube channel. ***This course fulfills the state requirement for one credit in visual or performing art OR a career education credit required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

Television Studio Production II 794

This is a full year advance course that will provide those students who have successfully completed "Introduction to TV Production" with the opportunity to develop advanced skills and gain additional knowledge of the art of TV Production. Emphasis will be placed on all aspects of producing a finished show from creative development of conceptual ideas to the technical skills required to film, edit, light and record feature stories for broadcast. This is a rigorous course and may require after school time as well as weekends to write, report, film, edit and produce scheduled broadcasts to the school and community. Students who sign up for this course must have experience in writing, research, video, sound engineering, computers, editing, lighting and on-air reporting. all TV Production students will have the opportunity to be featured on the 'Bears Media' YouTube channel. ***This course fulfills the state requirement for one credit in visual or performing art OR a career education credit required for graduation.***

Grade: 10, 11, 12
Prerequisite: Students need to follow the sequence in the appropriate order and begin with Television Studio Production I with a "C" or better passing grade.
Credit: 1 unit

Creative Video/Film Analysis 3H 790

Creative Video/ Film Analysis is a full year course, which takes an in-depth look into film as a technical craft where students will critique and analyze films based on the film's production, genre, history, content, and representation. Students will be expected to participate in groups where they will be creating their own creative video, relating to the genre discussed in class. They will be required to follow the stages of the pre-production, production, and post-production process to create a finalized short video. At the end of the year, students will be required to showcase their work at multiple film festivals and at a "mini-academy awards" ceremony, where they will be receiving awards relating to their specific jobs in the creative video process.
Programs: *Final Cut Pro*, *Motion 4*, *Garageband*, *Soundtrack Pro*,
Pages (*script writing*, *storyboarding*)
This course fulfills the state requirement for one credit in visual or performing art OR a career education credit required for graduation.

Grade: 10, 11, 12
Suggested prior courses: TV 1 and TV 2 with a passing grade of C or better.
Credit: 1 unit weighted

TV/Film Independent Study 4H 795

Students will be involved in an advanced Television/filmmaking experience and enhance their portfolios through possible internships, site visits and production locations, and entrance into area film festivals. Students will be required to propose a research topic and develop a finalized film. Counts as either visual and performing art credit or career education credit. This course is great for the student interested in pursuing a career in television/film production. ***This course fulfills the state requirement for one credit in visual or performing art OR a career education credit required for graduation.***

Grade: 10, 11, 12
Suggested prior courses: Television IV: Television Production I, II & III with a "C" or better grade.
Credit: 1 unit weighted

Digital Photography 788

This course will introduce students to the technical skills and artistic concepts of Digital Photography in today's world. Emphasis will be placed upon advanced traditional concepts and techniques with the camera as well as creating photographic images with the computer. The second semester will give students the chance to learn advanced skills and allow for students to become proficient in such programs as Photoshop, InDesign, as well as other state of the art programs in Digital photography today. Course requirements will necessitate assignments beyond classroom activities. ***This course fulfills the state requirement for one credit in visual or performing art required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

Ceramics 761

The first part of the course students' will learn the introductory skills in Ceramics which consists of a wide range of varying ceramic processes and skills. Emphasis, initially, will be divided between design and construction with the former constituting a variety of methods for hand built work: slab, coil, mold, and combinations; and later into basic potters' wheel problems. As technical skills develop, the more advanced students will progress to different levels that will include glazing, under glazing, sgraffito and slip decoration, kiln loading operation, and firing, and the more complicated wheel problems. Ceramic history, technical information on the nature and properties of clay bodies and on the commercial and industrial implications of ceramics will be presented throughout the course via class discussions, prints, films and slides. The second semester will focus on more advanced skills in Ceramics. As technical skills develop, students will develop design problems using the potter's wheel and hand building techniques to construct various forms to include, but not limited to, a bowl, plate, covered container, pitcher, and teapot. Class critiques, individual assignments and field trips can be expected. Sketchbook maintenance will be required. ***This course fulfills the state requirement for one credit in visual or performing art required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: Artscope
Credit: 1 unit

Acting/Theater I 052

This course is an introduction to acting. Students learn basic acting terms and concepts – such as stage and body positions, objective, through-actions, motivation, inner monologue, given circumstances, and living in the moment – which are the basis for the Stanislavski system of acting. In a workshop setup, students practice relaxation, concentration, body control, group dynamics, character development, scene development, and making an action of speech. Students participate in many group acting exercises and improvisations. Students are also exposed to other facets of theater, including stagecraft, lights, sound, costumes, makeup, and directing. Students electing this course should have a desire to work with fellow actors to create scenes and improvisations. They must commit themselves to the selection, preparation, direction, and presentation of scenes for an audience ***This course counts toward the state visual and performing arts credit needed for graduation.***

Grade: 9, 10, 11, 12
Credit: 1 unit

Acting/Theater 2: Performance 058

This year-long course is a performance course. Students will apply what they have learned in Theater 1 and advance their acting skills and techniques based on a modified version of the Stanislavski system of acting. The activities expand on the exercises and activities dealing with relaxation, concentration, body control, group dynamics, character development, and making an action of speech. The students will perform memorized scenes, monologues, and improvisations. ***This course counts toward the state visual and performing arts credit needed for graduation.***

Grade: 10, 11, 12
Suggested prior courses: Theater 1 or teacher recommendation
Credit: 1 unit

Acting/Theater 2: Technical 059

In this hands-on course, students will apply what they have learned in Theater 1 about Stagecraft, lights, sound, costumes, makeup, and directing and integrate various arts and media into theatrical productions. Students will demonstrate a practical approach to the technical and production aspects of theatrical performance and learn the skills needed to construct scenery, hang and focus lighting instruments, implement a sound system for effects and reinforcement, and scenic artistry. ***This course counts toward the state visual and performing arts credit needed for graduation.***

Grade: 10, 11, 12
Suggested prior courses: Theater 1 or teacher recommendation
Credit: 1 unit

Acting/Theater 3: Performance and Technical 060

This course is a continuance of Acting/Theater 2. Performance students' work will have an emphasis on rehearsal and performance techniques, in-depth character development of monologue and scene work. It will also include an in depth study of acting on film, TV, and the internet. Technical students will also learn and practice the process of set design, public relation design, costume design, lighting, and sound necessary for Theatre/film production. ***This course counts toward the state visual and performing arts credit needed for graduation.***

Grade: 10, 11, 12
Suggested prior courses: Theater 2
Credit: 1 unit

INDEPENDENT STUDY IN ART

Art Lab 774/776

Bergenfield's Independent Art Study Program is a major course aimed at providing highly motivated and advanced students an opportunity to work in an independent and self-controlled program. Emphasis will be on the development of versatility with varied media, of technical competency and the ability to form individual expressive products through involvement in selective art processes. This program stresses individual initiative and the forming of productive and independent work habits. Written papers and readings are required as is participation in group critiques and individual exhibitions. Supervisor's permission is required and can only be obtained by submitting to the department a portfolio of a varied selection of all recent work. After permission has been obtained, specific problems through a contract system will be set up via an agreement with the teacher of the specific area to be covered. Critiques by fellow students will also be scheduled. Sketchbook maintenance in a weekly log book will be required. ***This course fulfills the state requirement for one half credit in visual or performing art required for graduation.***

Grade: 11, 12
Suggested prior courses: At least 3 semesters of art coursework, a grade of B or better and the permission of the Art Department.
Credit: 0.5 unit

AP Drawing 770

In the very rigorous study of AP Studio Art 2D, students will create a portfolio of a minimum of 20 artworks that demonstrate an understanding of design principles as applied to a two-dimensional surface. Any 2D medium may be submitted, including, but not limited to, graphic design, photography, collage, fashion design, illustration, painting, printmaking, etc. ***This course fulfills the state requirement for one credit in visual or performing art required for graduation.***

Grade: 11, 12
Suggested prior courses: Intermediate 2D studio art
Credit: 1 unit weighted

AP 2D Art and Design 775

In the very rigorous study of AP Studio Art 2D, students will create a portfolio of a minimum of 20 artworks that address engagement with physical space and material. The work should demonstrate an understanding of design principles as they relate to depth and space. These issues can be explored through additive, subtractive, and/or fabrication processes, including, but not limited to, figurative or non figurative sculpture, architectural models, ceramics, 3D fiber arts/fashion, jewelry, and body adornment. ***This course fulfills the state requirement for one credit in visual or performing art required for graduation.***

Grade: 12
Suggested prior courses: Intermediate 2D Studio Art
Credit: 1 unit weighted

AP 2D Art and Design 775-6

In the very rigorous study of AP Studio Art 2D, students will create a portfolio of a minimum of 20 artworks that address engagement with physical space and material. The work should demonstrate an understanding of design principles as they relate to depth and space. This course will introduce students to the technical skills and artistic concepts of Digital Photography in today's world. Emphasis will be placed upon advanced traditional concepts and techniques with the camera, as well as creating photographic images with the computer. ***This course fulfills the state requirement for one credit in visual or performing art required for graduation.***

Grade: 10, 11, 12
Suggested prior courses: At least 2 semesters of Digital Photography
Credit: 1 unit weighted

AP 3D Art and Design 780

This aspect of the Art Lab program is designed as an Advanced Placement course for seniors requiring the compilation of a portfolio for those students motivated toward a vocational career in the visual arts. It will reflect 3 major concerns that are constants in art education: (1) a sense of quality in a student's work; (2) a personal preoccupation in depth on the part of the student with a particular mode of working, thinking, and stating; and (3) the student's need for a variety of experiences in the formal, technical, and expressive means of the artist. Advanced Placement work should reflect these areas of concern: quality, concentration, and breadth.

A major component of Studio in Art will be a survey of the History of Western Art designed to acquaint the student with the unique relationships that exist between man and art in traditional and contemporary terms. Emphasis will be placed upon art as a basic expression of man's spiritual, emotional, and social needs, but coverage will include such diverse areas as: art as an outlet for social protest, art as decoration, art as pure concept, and others. Activities will include slides, films, museum and gallery trips, and an introduction to various art materials. ***This course fulfills the state requirement for one credit in visual or performing art required for graduation.***

Grade: 12
Suggested prior courses: Intermediate 2D Studio Art or 3D Design in Sculpture
Credit: 1 unit weighted

BUSINESS AND MARKETING EDUCATION

Business	9th	10th	11th	12th
Elective Course*	Business Dynamics Business Comm. Sports Marketing Marketing I Accounting IP STEM	Business Dynamics Business Comm. Sports Marketing Marketing I Accounting Accounting II IP STEM Business Law Int'l Business Fin & Money Mgmt	Business Dynamics Business Comm. Sports Marketing Marketing I Accounting Accounting II IP STEM Business Law Int'l Business Fin & Money Mgmt	Business Dynamics Business Comm. Sports Marketing Marketing I Accounting Accounting II IP STEM Business Law Int'l Business Fin & Money Mgmt

**All above elective courses fulfill the 1 credit graduation requirement in 21st Century Life & Career Education.*

Business Dynamics 501

This introductory course is designed to help students develop an understanding and appreciation for our American business and economic system. It will introduce students to the business world by helping them prepare for their roles as consumers, workers and productive citizens. This course will also serve as background for future business courses that students might elect in high school and college. It will assist them with consumer decision-making, prepare them for future employment, and help them understand the global marketplace. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

Fundamental College Financial Accounting and Reporting Principles 1 Honors 500

This course is an introduction to financial accounting within the framework of business and business decisions. The course provides an in-depth analysis of financial statements (the balance sheet, income statement, statement of stockholders equity and the statement of cash flows) and annual reports of publicly traded companies. Students are introduced to accounting principles and the accounting cycle of proprietorships. Topics include financial statement preparation, inventories, receivables, payables, plant assets, accruals, deferrals, accounting systems, and cash control. The theoretical foundation and basic accounting terminology are addressed. The course should enable students to critically analyze accounting information from an investor's or creditor's perspective. Use of

Quickbooks Accounting applications are included as part of the course. This class would be offered for those students who plan further study in the field of accounting and business. Many colleges offering business degrees currently require two Accounting classes as part of their degree requirements. This accelerated course uses a college-level textbook. ***This course fulfills the state requirement for one unit in career education required for graduation.***
*Dual enrollment with Fairleigh Dickinson University

Grades: 9 (department chairperson approval),10, 11, 12
Suggested prior courses: None
Credit: 1 unit weighted

Fundamental College Accounting II Honors 505

This class would be offered for those students who plan further study in the field of accounting and business. The opportunity to earn three college credits through Fairleigh Dickinson University's Middle College Program (dependent upon their approval) would also be available. FDU's Middle College Program credits are currently accepted by a number of colleges both here in New Jersey and other states. Many colleges offering business degrees currently require two Accounting classes as part of their degree requirements. This accelerated course uses a college-level textbook. This course is a continuation of Fundamental College Accounting I Honors, and introduces corporation accounting, investments, bonds and equities. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 10, 11, 12
Suggested prior courses: 500-1 Fundamental College Financial Accounting I Honors
Credit: 1 unit weighted

Sports, Fashion, Recreation, Entertainment, Marketing 504

This specialized course is recommended for students with a career interest in the fields of sports, entertainment, recreation (travel and hospitality services) fashion, or recreation. Business and marketing plans will be devised, advertising will be developed, and social and ethical responsibilities will be discussed. In addition to providing a fundamental knowledge of national and global marketing, this course is designed to equip students with entry-level competencies in the areas of sponsorship, promotion, legal contracts, event marketing, hospitality, and communications. Various relevant career options will be explored within these fields. Critical thinking and decision-making skills will also be developed. Group activities as well as online virtual simulations will be used throughout the school year. ***This course fulfills the state requirements for one unit in career education required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

Marketing I: Marketing Essentials 506

This full-year course will emphasize computer technology, global marketing, and

marketing for business. In an overview of marketing, the following will be developed: ethical decision-making, entrepreneurial and leadership skills, use of portfolios, and critical thinking skills. Various relevant issues and topics will be addressed via activities and projects. Group activities as well as online virtual simulations will be used throughout the school year. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

Business Law and Ethics 508

This full year course will introduce students to an important growing area of study in business education. Ethics, employment and sales contracts, credit, property, agencies of the federal government, partnerships, bankruptcy, and personal law for today's consumer will be covered. Students will be required to solve legal problems. Also, they will be able to develop a legal vocabulary and learn how to interpret cases and relationships. A planned visit to the county jail and courthouse will highlight the course. ***This course fulfills the state requirement for one unit in career education required for graduation.***
*Dual enrollment with Fairleigh Dickinson University

Grade: 10, 11, 12
Suggested prior courses: Marketing 1 or Business Dynamics
Credit: 1 unit

International Business 512

This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

Finance and Money Management 516

Within any economy, an individual achieves income, manages money, spends, receives credit, saves and invests. Students will learn to become financially literate and financially secure today and in the future Students in this course will learn to set financial goals, use credit wisely, develop a spending plan, plan for college, save and invest effectively, make positive career choices, and protect their assets against risk as they begin to build net worth. They will understand economic issues and have the knowledge, skills, and confidence to take charge of their financial future and prosper. ***This course fulfills the state requirement for one unit in financial literacy required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

Business Communications 503

The Business Communications course will teach the components of effective communication theories and practices for success in a business environment. Students will develop a foundation of communication skills to deliver both written and oral outcomes. This foundation will help students communicate effectively with the creation, review and delivery of business memos, business letters, professional emails, reports, charts and oral presentations--both on an individual and collaborative basis. Essential rhetorical and language arts skills will be emphasized through assignments. The Business Communication course will enhance a student's communication skills by using technical applications and media to deliver messages, presentations and reports. The technical skills of using Google Apps and Platforms will be taught as the school district broadens its use of Google Classroom and all of its accompanying web-based programs and platforms.

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

IP STEM Program Project

May be used to satisfy 21st Century Life and Careers, Or Career-Technical Education with approval of Supervisor of Technology Education and Business.
Credit: 1 unit

TECHNOLOGY EDUCATION

Tech	9th	10th	11th	12th
Elective Course*	Comp. Graphics I Wood Tech I Fundamentals of Sustainability Engineering & Tech Engineering Robotics I AP Comp. Sci A+IT Essentials A+IT Tech	Comp. Graphics I Comp. Graphics II Wood Tech I Wood Tech II Env't & Resource Management Engineering Robotics I Robotics II AP Comp. Sci A+IT Essentials A+IT Tech AP Cybersecurity 1	Comp. Graphics I Comp. Graphics II Comp. Graphics III Wood Tech I Wood Tech II Wood Tech III Fundamentals of Wind & Water Engineering Robotics I Robotics II Robotics III H AP Comp. Sci A+IT Essentials A+IT Tech AP Cybersecurity	Comp. Graphics I Comp. Graphics II Comp. Graphics III Wood Tech I Wood Tech II Wood Tech III Senior Design Capstone Engineering Robotics I Robotics II Robotics III H AP Comp. Sci A+IT Essentials A+IT Tech AP Cybersecurity

			1,2	1,2

**All above elective courses fulfill the 1 credit graduation requirement in 21st Century Life & Career Education.*

Wood Technology I 681
This course introduces the basic knowledge of woodworking techniques learned through a hands-on approach with the development of a wood project. The student will use hand tools, power machines, and woodworking processes to develop a major class project. The student will use technological information, use critical thinking skills, demonstrate self-management skills, and apply safety principles. The requirement of a research project will be fulfilled through several career searches. In addition, the course will set high standards related to work habits and ethical behavior which are both interwoven with the safety principles. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

Wood Technology II 682
This course is based on the knowledge and skills acquired in Wood Technology I. Original planning and drawing of furniture is encouraged through the use of Computer-Aided Drafting & Design (CADD). The student will perform advanced machine operations and woodworking processes. He/she will use technological tools, exhibit critical thinking, problem solving and self-management skills, follow safety principles, and plan for possible careers. The requirement of a research project will be fulfilled through an appropriate topic chosen by the student. In addition, the course will set high standards related to work habits and ethical behavior which are both interwoven with the safety principles. Suggested prior courses: ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 10, 11, 12
Suggested prior courses: Enrollment in this course is through an application process, and the student must have a B average or above in Woods I or permission of the instructor.
Credit: 1 unit

Wood Technology III 683
The course is for the third year Wood Technology student. The nature of this course will be similar to an apprenticeship. Students will have the opportunity to learn and develop skills related to the wood technology trade. Some of the possible projects that can be developed are the following: bookshelves, showcases, tables, chairs, indoor/outdoor benches, school playground items, and other wood projects as approved by the instructor. This course is recommended for the student who has serious interest and strong manual skills as needed in career-related areas such as construction, engineering, architecture, manufacturing, and industry. There is a written research project required as part of the

course. In addition, the course will set high standards related to work habits and ethical behavior which are both interwoven with the safety principles. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 11, 12
Suggested prior courses: Woods 2
Credit: 1 unit

Computer Graphics Technology 1 631

This is a year-long, project-based curriculum that develops knowledge in information and communication technology, and career skills in print, graphic, and technical design. Students create and manage production of computer graphics through a variety of software and technologies. The software includes Adobe Creative Suite applications: InDesign, Illustrator, and Photoshop. These are supported with additional software for options in 3D modeling. The course contains opportunities in digital offset printing, photo-direct silk screening and heat transfer equipment (printing on T-shirts), scanning, photography, computer graphics/typesetting procedures on the new digital presses, technical communication, and industrial design. The students will learn to develop original ideas and apply them to assignments, ranging from special event flyers to exhibit displays for products. This course aligns to the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Students. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

Computer Graphics Technology II 632

This course continues the project-based curriculum of Computer Graphics Technology I that develops knowledge in information and communication technology, and career skills in print and graphic design, using Adobe tools. Adobe Creative Suite applications, including InDesign, Illustrator, Dreamweaver, Photoshop, Animate, and Acrobat, are used as the software for the graphics class. Study is directed toward photographic techniques used in printing. Students will develop skills in the use of information, and up-to-date use of educational technology, and the use of other tools to improve learning, achieve goals, produce products and make presentations. Activities include the production of CD covers, calendars, magazine and newspaper layouts, as well as the use of multi-color printing and halftone work using the new digital presses. This course aligns to the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Students. Students may become an Adobe Certified Associate in Visual Communication (Photoshop) by passing the Adobe internationally and nationally recognized certification exam given through Certiport. Bergenfield High School is a Certiport Testing Center, and students may take the Adobe exam in their class. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 10, 11, 12
Suggested prior courses: Enrollment in this course is through an application process, and the student must have a B average or above in Computer Graphics Technology I or teacher permission. Permitted alternative for Suggested prior courses: course: Computer Graphics I.
Credit: 1 unit

Computer Graphics Technology III 633

This course is designed for the student interested in the graphic arts field where advanced skills in graphics programs will be explored. Students will develop information and communication technology skills in web design and production using Adobe tools. Adobe Creative Suite applications, including InDesign, Illustrator, Dreamweaver, Photoshop, Animate, and iClone 6, are used as the software for the graphics class. The students experience mass production work techniques, web design, multi-color printing, color reproduction photography, and advanced computer visual graphic techniques. This course aligns to the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Students. Students may become an Adobe Certified Associate in Web Communication (Dreamweaver) by passing the Adobe internationally and nationally recognized certification exam given through Certiport. Bergenfield High School is a Certiport Testing Center, and students may take the Adobe exam in their class. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 11, 12
Suggested prior courses: Enrollment in this course is through an application process, and the student must have a B average or above in Computer Graphics Technology I and Computer Graphics Technology II. Permitted alternative for Suggested prior courses: courses: Computer Graphics I & II.
Credit: 1 unit

Design Foundation: Architecture to Robotics I 651

Students who would like to experience technology and design will benefit from this course. Areas such as architectural structures, product design, interior design, and robotics can be explored at an introductory level, through hands-on building projects and computer-aided design software. This reflects a comprehensive maker/tech curriculum that is integrated with real-world activities. Examples of project possibilities include designing restaurants, creating model houses, drawing components for mechanical products, and building robots. Coursework will lead to further potential opportunities as well, such as insights into technology and design careers, interdisciplinary approaches, portfolio development options for the college admissions process, and more. Future designers, architects, and engineers may also want to take nationally and internationally recognized certification exams for the utilized software. ***The course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

Design Foundations: Architecture to Robotics II 652

In this second year course, students continue to build on the technology and design knowledge developed in the first year of the program. Areas such as architectural structures, product design, interior design, and robotics can be explored at an intermediate level, through hands-on building projects and computer-aided design software. Coursework will lead to other potential opportunities as well, such as further expanding one's insights into technology and design careers, interdisciplinary approaches, portfolio development options for the college admissions process, and more. For those considering careers in industrial design, architecture, and engineering, they may also want to take nationally and internationally recognized certification exams for the utilized software. ***The course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 10, 11, 12
Suggested prior courses: Design Foundation: Architecture to Robotics I
Credit: 1 unit

Design Foundation: Architecture to Robotics III Honors 650

This third year course continues to build on the technology and design knowledge developed in the first two years of the program. Areas such as architectural structures, product design, interior design, and robotics can be further explored at an advanced level, through hands-on building projects and computer-aided design software. The process offers advancement towards new levels in research, documentation, drawing, and building activities. With this, coursework will lead to further exploring one's individualized priorities, in such areas as technology and design careers, interdisciplinary approaches, portfolio development options for the college admissions process, and more. For those aspiring to be designers, architects, and engineers, they may also want to take nationally and internationally recognized certification exams for the utilized software. ***The course fulfills the state requirement for one unit in career education required for graduation.***

Grades: 11, 12
Suggested prior courses: Design Foundation: Architecture to Robotics I & II
Credit: 1 unit weighted

A+ IT Essentials 603 .

This first semester course covers basic computer hardware and operating systems, including installing, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing and preventive maintenance, with additional elements of security and soft skills. The coursework will prepare students to take the mandatory Comptia A+ Essentials certification exam, one of two courses required for A+ certification which is the industry standard for entry-level certified computer service technicians. Course work will be taught in a lab setting using both texts and interactive CD-ROMs. Students will be tested electronically on chapter studies. A basic understanding of computers is recommended. Measure up software is used to prepare for the CompTIA Strata Fundamentals of IT Technology exam, a required exam in this course. ***This course fulfills the state requirement for one half credit in career education required for graduation.***

Note: A+ IT Essentials and A+ IT Technician are linked courses and are taken in sequence. A+ IT Essentials is taken the first semester and A+ IT Technician is taken the second semester.

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: .5 unit

A+ IT Technician 604

This second semester course targets information necessary to work in a mobile or corporate technical environment with a high degree of face-to-face client interaction (enterprise technician, IT administration, field service technician, PC technician). The coursework will prepare students to take the mandatory Comptia A+ 2009 Edition certification test. Candidates who pass both parts (A+ Essentials 22—701 and A+ Practical Application 220-702) exam will be A+ certified, the industry standard for entry-level certified computer service technicians. Course work will be taught in a lab setting using both texts and interactive CD-ROMs. Students will be tested electronically on chapter studies. A basic understanding of computers is recommended. Measure up software is used to prepare for the certification exam. ***This course fulfills the state requirement for one half credit in career education required for graduation.***
Note: A+ IT Essentials and A+ IT Technician are linked courses and are taken in sequence. A+ IT Essentials is taken the first semester and A+ IT Technician is taken the second semester.

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: .5 unit

AP Computer Science Principles 635

The AP Computer Science Principles course is designed to be a unique learning experience, and is equivalent to an introductory college class. The course fosters students' creativity through developing colorful computational artifacts, such as eye-catching mobile apps. Students are encouraged to think creatively while using technology to explore questions that interest them, address real-world applications, and discuss the impacts on community, society and the world. The course uses multidisciplinary approaches to teach the fundamentals of computation, including creative aspects of programming. The course aims to broaden participation in computer science with a rigorous and rich curriculum, and students are encouraged to go on to taking AP Computer Science A in the following year. In addition, c***ompletion of this AP Computer Science Principles course fulfills the state requirement for one unit in career education required for graduation.***

Grades: 9, 10, 11, 12
Suggested prior courses: successful completion of Algebra I, suggested B+ earned in Algebra I
Credit: 1 unit weighted

AP Cybersecurity 1: Networking Fundamentals 636

This is a full-year course that covers the fundamentals of networking. It is equivalent to a college-level Introduction to Networking course. The course interweaves essential networking concepts with relevant, hands-on problem-solving activities to maximize students' understanding of network hardware and configuration, the use of protocols to enable reliable and accurate transmission of data between different hosts around the world, and relevant security practices that secure the transmission of data both within and between computer networks. Designed to help students develop understanding and skills that will contribute to their ability to pass widely recognized professional cybersecurity certifications such as CompTIA Network+, Cisco Certified Networking Associate (CCNA) and Cisco Certified Support Technician (CCST): Networking.

Grade: 10
Suggested prior courses: None
Credit: 1 unit weighted

AP Cybersecurity 2: Cybersecurity Fundamentals 637

This is a full-year course that covers foundational cybersecurity concepts and skills and is equivalent to a college-level Introduction to Cybersecurity course. Students will explore the current cyber threat landscape to understand the types of adversaries organizations face and the techniques adversaries use to compromise systems and data. Students will learn how vulnerabilities create risk and how organizations implement security controls to manage that risk. Topics in the course include physical, operational, application, and network security; security controls; cryptography; access control; attacks and detection; and response and recovery. Students will research emerging trends in cybersecurity and gain hands-on experience implementing security protocols. Designed to help students develop understanding and skills that will contribute to their ability to pass widely recognized professional cybersecurity certifications such as CompTIA Security+ and Cisco Certified Support Technician (CCST): Cybersecurity.

Grade: 11
Suggested prior course: AP Cybersecurity 1
Credit: 1 unit weighted

Technology Apprenticeship 616

Students who are taking computer technology courses will have the opportunity to have an apprenticeship with the Technology Department. Students will gain real experience in fixing, using and programming computers. Those who are interested in participating in the apprenticeship program will need to obtain prior approval from the District Technology Department Supervisor. This course does not count toward the 24 required credits for graduation

Grade: 10, 11, 12
Suggested prior courses: Successful completion of one of the technology based courses listed above.
Credit: 1 unit

Fundamentals of Sustainable Engineering and Technology 607

This course aims to introduce students to the beliefs, philosophies, and scientific principles that support a more sustainable world. Through project-based learning experiences, students develop their basic understanding of the world around them with particular interest in how we use energy, materials, and resources to design, build, and power our world. Initial explorations focus on their connections to the natural world and the extent to which human activity impacts it. Building on these concepts, students design and build a model that embraces the science, ethics and efficiency standards that correspond with sustainable practices to demonstrate a means to mitigate human impacts. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 9
Suggested prior courses: None
Credit: 1 unit

Solar/Environmental Resource Management 609

This course will allow students to utilize the design process to compete to make a solar cooker, solar powered race car, design and build a solar panel, and design an off-grid PV system. ***This course counts toward the state requirement for one unit in career education required for graduation.***

Grade: 10
Suggested prior courses: Fundamentals of Sustainable Engineering and Technology
Credit: 1 unit

Fundamentals of Wind and Water 611

This course aims to introduce students to other forms of alternative energy as well as the global water crisis. The students are first engaged in a collaborative effort to research solutions, identify constraints and criteria, develop a plan/approach, document, draft, prototype, evaluate, refine, create, implement and present the best wind turbine for a proposed application. The students are then introduced to the importance of water in our world and will explore water-based issues. Building on these concepts, the students will design and build a water filtration device and a hydropower project. ***This course fulfills the state requirement for one unit in career education required for graduation***

Grade: 11
Credit: 1 unit

Green Tech Senior Design Capstone Project 612

The Senior Capstone Design Project is designed to engage students in an individualized learning program that builds upon their technical, academic, aesthetic, and professional abilities. The students will research and choose an area of interest and be assessed on their ability to design, create, implement (engage the community), monitor, and evaluate a product or a process that improves sustainability and/or energy efficiency. The result will be an original, useful project that focuses on a specific area of interest. In addition, this course will be a dual credit course with Stockton College. The curriculum for Stockton's

Introduction to Sustainability course will be followed. Students will have the option of taking this course through Stockton College to potentially receive 4 college credits. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 12
Suggested prior courses: Green Tech Fundamentals of Wind and Water
Credit: 1 unit

Green Engineering Course 613

This is a full year, hands-on elective course that introduces the use of sustainable and green design building strategies, assemblies, materials, and approaches. Students will follow the design process to complete a variety of green projects. Topics will include solar energy, wind energy, and hydropower. The course will culminate with a design challenge, in which the students will design and produce their own sustainable product. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 10,11,12
Suggested prior courses: None
Credit: 1 unit

ENGLISH

English	9th	10th	11th	12th
Required Courses	English 9 English 9 Honors English New American	AP Seminar/English 10 English 10 English 10 Honors English for New Americans	English 11 English for New Americans AP Lang. & Comp. AP Lit. & Comp.	English Composition Visual Literacy English for New Americans AP Lang. & Comp. AP Lit. & Comp.
Elective Courses	Creative Writing Research & Writing Journalism 1 Capstone Foundations	Creative Writing Public Speaking Journalism 1 Journalism 2	Creative Writing Public Speaking Journalism 1 Journalism 2 Journalism 3 AP Research	Creative Writing Visual Literacy Public Speaking Journalism 1 Journalism 2 Journalism 3 Journalism 4

The English for New Americans Program (For English Language Learners)

ENA III (Beginner), II (Intermediate) & I (Advanced) 011C, 011B, 011A 1 Unit each
Students will be selected for one of the three levels of this program by their former English and ESL teachers and appropriate placement tests. Students should have a minimum basic proficiency in the English language. The purpose of the course is to improve that proficiency before enrollment in any general education English course can occur. Fundamental reading and writing skills, as well as specific skills to address the New Jersey Student Learning Assessment (NJSLA) in English Language Arts will be the focus of the course. Building vocabulary, expressing ideas orally and in writing, and reading various types of literature will be emphasized. Students work with the College Board Springboard program and read appropriately selected novels from the general education English program on the various levels.

Grade: 9, 10, 11, 12
Suggested prior courses: Teacher Selection

9th GRADE PROGRAM

English 9 012
Students will study literature based on a genre approach in order to understand the nature and structure of the short story, poetry, the essay, drama and nonfiction. In addition, they will improve their writing skills by developing descriptive, narrative, persuasive and expository essays. Skill preparation in accordance with the New Jersey Student Learning Standards (NJSLS) will be emphasized. The College Board Springboard program will be used in addition to grade-level appropriate novels and nonfiction selections.

Grade: 9
Suggested prior courses: None
Credit: 1 unit

English 9 Honors 015
This challenging course focuses on an in-depth study of literature in a genre-based format. Students will study short stories, poetry, essays, speeches, and works of longer fiction and nonfiction. Works will range from classic literature and Shakespeare to modern multicultural works. Students will be introduced to research skills which will result in the writing of a research paper. Critical analysis of literature will engage students to read on, between, and beyond the lines of literary works. Literary terms and formats will be discussed in depth. Students will also be required to study the elements of public speaking. Skill preparation in accordance with the New Jersey Student Learning Standards (NJSLS) will be emphasized. The College Board Springboard program will be used in addition to grade-level appropriate novels and nonfiction selections.

Grade: 9
Credit: 1 unit weighted

Research & Writing 091
This half-year (one semester) course is offered to ninth graders in conjunction with Civics. The purpose of the course is to build a solid foundation for writing at the high school level. Students will learn organization, study, research, and writing skills they will be able to take with them throughout their high school careers.

Grade: 9
Suggested prior courses: None
Credit: .5 unit

10th GRADE PROGRAM

English 10 022
This college preparatory course stresses the development of writing skills, literary analysis, and inferential reading ability. Literary studies will include drama, various works of fiction and nonfiction, poetry, and essays. Skill preparation in accordance with the New Jersey Student Learning Standards (NJSLS) will be emphasized. The College Board Springboard program will be used in addition to grade-level appropriate novels and nonfiction selections.

Grade: 10
Credit: 1 unit

English 10 Honors 025
Proper means of writing research and thesis papers, as well as the development of critical writing skills will also be stressed. Creative projects will also be assigned. Skill preparation in accordance with the New Jersey Student Learning Standards (NJSLS) will be emphasized. The College Board Springboard program will be used in addition to grade-level appropriate novels and nonfiction selections.

Grade: 10
Credit: 1 unit weighted

11th GRADE PROGRAM

English 11 032
This enriched college prep course concentrates on developing the language arts skills and the literary background needed for continued education after graduation from high school. Skill preparation in accordance with the New Jersey Student Learning Standards (NJSLS) will be emphasized. The College Board Springboard program will be used in addition to grade-level appropriate novels and nonfiction selections.

Grade: 11
Credit: 1 unit

AP Language and Composition 035

The focus of this very rigorous AP course is to provide students with the necessary skills needed to develop advanced argumentative, analytical writing and critical reading skills in preparation for the AP English Language and Composition exam in May. Research skills are highly stressed as students will create several researched argumentative essays throughout the course of the year. This course is designed for students who have a very strong aptitude for Language Arts and those who have a keen interest in spending significant study time developing and advancing these skills. Note: Students who score a 3 or higher on a scale of 1-5 on the Advanced Placement exam may receive advanced credit for college level courses from many colleges and universities.

Grade: 11, 12
Credit: 1 unit weighted

12th GRADE PROGRAM

All students at this grade level receive preparation for college applications and resumes.

English Composition 042

Through an enriched preparation for college level reading and writing, this course will include detailed studies in composition which will prepare them to be successful in their college courses. Refinement of writing skills and the continued development of college-level vocabulary will also be developed. There will be a focus on close reading of nonfiction essays and writing to analyze nonfiction. Skill preparation in accordance with the New Jersey Student Learning Standards (NJSLS) will be emphasized. The College Board Springboard program will be used in addition to grade-level appropriate novels and nonfiction selections.

Grade: 12
Credit: 1 unit

AP Literature and Composition 045

In this course, students experience the appropriate depth and skills necessary for quality analyses of various works of literature. Students will prepare for the Advanced Placement examination in English Literature and Composition which will be taken in May. The major activities focus on critical reading, class discussion, and seminars, literary analysis, research writing, and oral and technical presentations. Literary concepts and theories are applied to selected works and authors. In-depth discussions of various works will give students an excellent and diverse literary background in preparation for their college education. Note: Students in this course who qualify on the Advanced Placement exam, with a score of 'three' or higher (on a scale of 1-5/low to high), may receive college credit from many colleges and universities.
*Dual enrollment with Fairleigh Dickinson University

Grade: 11, 12
Credit: 1 unit weighted

The English Elective Program

The following English elective courses do not fulfill the graduation requirement of four units of English over four years. They are strongly recommended for students with specific interests within the focused subject areas or fields of study.

Creative Writing 046

Creative Writing is offered to students with a demonstrated talent for writing and a desire to experiment with various writing styles and techniques. The course work is a combination of extensive reading and writing. Students must make a commitment to daily writing in different writing genres, such as journal, poetry, essay, drama, short story, non-fiction, etc. Student writing will oftentimes be shared among students in the course. All students will be expected to meet deadlines and revise their work on an ongoing basis. Specific techniques of writing will be analyzed and extensive practice provided. The readings will serve as a reservoir of ideas and writing styles.

Grade: 9, 10, 11, 12
Credit: 1 unit

Visual Literacy 047

This elective introduces students to the analysis of visual "texts," including film and graphic novels. Students who take this course will view, critique, and analyze movies selected from the American canon and created by both classic and modern directors. Students will be exposed to the basic components of storytelling as well as the business of film. Students should expect to read many critiques and analyses on the films viewed in class and also will be expected to write their own. There will be regular homework assignments, including essays, along with required film viewings at home.
During the second half of the course, students will study graphic novels through the study of a series of multicultural graphic novels addressing a variety of topics. Students will primarily study and analyze how graphics and text combine to form meaning. Students will be expected to read nightly and complete independent writing assignments as well as independently read and report on graphic novels of their choice.

Grade: Open to students in grades 9, 10, 11, and 12. Scheduling preference given to seniors.
Credit: 1 unit

Public Speaking 048

This year-long course provides the students with an understanding of the different types of communication and the communication process. It will also improve the students' speaking, listening, and critical thinking skills. The students will learn the importance of body language, facial expressions, good posture, appropriate gestures, articulation, and enunciation. The students will also learn how to research, plan, prepare, write, and present a variety of speeches, such as introduction, oral interpretation, information, demonstration, persuasive, panel discussion, and impromptu speeches.
**Dual enrollment credit with Fairleigh Dickinson University*

Grade: 10, 11, 12
Credit: 1 unit

Journalism 1 051

This full year course in a computer lab setting explores the craft of newspaper publishing, with an emphasis on the art of writing straight news stories, features, editorials, interviews, and sports. Standards of judging news and analyzing the performance of professional newspapers are presented in terms of the beginning journalist's "getting behind the scenes" and seeing how news is built. The course also includes introductory surveys of advertising, layout, and the historical background of journalism in the United States and the people responsible for it. A thorough groundwork in learning to determine verifiable facts and distinguishing them from opinion is developed. While writing is a major element, the course also includes a study of mass communications, in which modern technology and the visual elements of journalism are examined. Students use videotape in the creation of their own television commercials in their study of advertising as well as learn about computer display terminals. In addition, a study of press law, press ethics, and investigative reporting is also explored. Career possibilities are examined to explore all of the aspects of journalism. They include industrial electronic journalism, house organs, public relations, broadcasting, cable TV, and the Internet. Field trips are essential to the course. This course fulfills the 21st Century Life and Career graduation requirement.

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit weighted

Advanced Journalism Courses and Labs

Journalism 2 **061** **1 Unit**
Suggested prior courses: Journalism 1

Journalism 3 **071** **1 Unit**
Suggested prior courses: Journalism 2

Journalism 4 **081** **1 Unit**
Suggested prior courses: Journalism 3

In these various courses, under the direction of the adviser, students will be responsible for a minimum amount of 10 hours of weekly hands-on involvement that is centered on the production of our school newspaper *Bear Facts*. The Journalism Independent Progress labs are designed as advanced courses for students who meet the qualifications and standards set by the journalism instructor. The Journalism IP Lab courses are sequential. Suggested prior courses: for admission to any of these courses is Journalism 1. Basic skills such as writing, spelling, grammar, etc. will be stressed. However, the main bulk of the work will be reporting, editing, copy reading, proofreading, layout and design, headline, writing, and caption writing. In addition, technology skills are developed in numerous computer software programs and applications, such as InDesign and desktop publishing.

Internet research skills are developed daily. The school, local, and world communities will be used as resources for students to practice their skills. Faculty and students, administrators and staff, and others in the community-at-large will be interviewed and become the basis for news, features, editorials, and sports articles. In addition, leadership and staff development will be stressed so that the editors develop the responsibility for training other staff members and meeting deadlines. Individual objectives are determined for each student as part of an individualized plan of instruction determined by the advisor.

The AP Capstone Program

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone comprises two AP courses — AP Seminar and AP Research— and is designed to complement and enhance the discipline-specific study in other AP courses. Bergenfield High School uses the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.

At BHS, students will have the opportunity to take Capstone Foundations prior to taking AP Seminar to build their skills and prepare for the rigor of the AP Capstone program.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams of their choice will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate. These honors are recognized by colleges and universities and will help Capstone students to stand out on their college applications and in college interviews.

Capstone Foundations 055

Capstone Foundations is a course designed to prepare students with the fundamental skills necessary to succeed in the rigorous academic environment of the AP Capstone Program. This course introduces students to the nature of research questions in particular fields, and encourages cross-curricular critical thinking. Students will be guided through the process of academic research, from taking advantage of available resources, to improving their compositional and critical reading skills, to developing the ability to work effectively with their peers and present findings in a public sphere. The course will culminate with a sample assessment similar to that they will complete in AP Seminar to determine their preparedness for the later stages of the AP Capstone Program.

Grade: 9
Credit: .5 unit weighted

AP Seminar/English 10 065
AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing a variety of academic texts, as well as working with other forms of media. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Grade: 10
Suggested prior courses: None
Credit: 1 unit weighted

AP Research 070
AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. Throughout the course, students gain a better understanding of research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic paper of approximately 4000-5000 words and a presentation with an oral defense.

Grade: 11
Suggested prior courses: AP Seminar
Credit: 1 unit weighted

MATHEMATICS

Math	9th	10th	11th	12th
Required Courses	Algebra 1 CP Plane Geometry Geometry Honors	Algebra 2 Algebra 2 Honors Plane Geometry Geometry Honors	Algebra 2 Algebra 2 Honors Pre Calc	
Elective Courses	Computer Sci. Computer Sci. 2	AP Precalculus AP Comp Sci. A Computer Sci. Computer Sci. 2	AP Calculus AB AP Calculus BC AP Precalculus Prob. & Stats AP Statistics AP Comp Sci. A Computer Sci. 1/2	AP Calculus AB AP Calculus BC Prob. & Stats AP Statistics Calculus Honors AP Comp Sci. A Computer Sci. 1/2

The Mathematics Department offers a wide range of courses to meet the needs of students of varying interests and ability levels. Successful completion of three years of mathematics and attaining a proficient score on the Algebra I New Jersey Student Learning Assessments (NJSLA) are the New Jersey Department of Education requirements for graduation. Guidelines for the selection of math courses are established based on the grade in the previous course, standardized test scores, and teacher recommendation.

Algebra 1 209, 211

Algebra I is a college preparatory course that includes the study of properties and operations of the real number system, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, solving simple quadratic equations and solving systems of linear equations and inequalities. Real life applications and connections to other areas of mathematics and other disciplines are integrated throughout the course wherever appropriate. Graphing calculators and computer-assisted instruction are utilized to enhance the course work.

Grade: 9
Suggested prior courses: Math 8
Credit: 1 unit

Medical Math 214

This course will provide a review of basic mathematical calculations and will instruct the learner on how to convert equivalents from one system to another and accurately mix and measure drugs. Emphasis will be placed on how these techniques are used in the administration of medications for patient use. This course relies on hands-on activities, assignments, and discussion. Students who successfully complete this course and Dynamics of Health will receive three credits from the University of Medicine and Dentistry of New Jersey.

Grade: 10,11,12
Credit: .5 unit

Plane Geometry 221

A development of geometry with emphasis on logical structure and inductive and deductive reasoning, applied to formal proofs, constructions, and numerical problems. The basic concepts of geometry concerning points, lines, and planes, angle relationships, congruent and similar polygons, circles, basic trigonometry, basic constructions, coordinate geometry, and area and volumes are developed from an approach that integrates Algebra and Geometry. The course develops an appreciation of geometric form in nature, art and architecture and a transfer of reasoning techniques of geometry to real world applications and problem solving.

Grade: 9, 10
Suggested prior courses: Successful completion of Algebra 1

Credit: 1 unit

Geometry Honors 225

A development of geometry with emphasis on its logical structure and with consideration of both the inductive and deductive methods of reasoning as applied to formal proofs, construction problems, numerical problems and right triangles. Solid geometry is included as an extension of plane geometry wherever correlation can be made. Original thinking in developing proofs and knowledge of factual matter of geometry needed for subsequent courses are goals. Also, class discussions of appropriate material aim to transfer reasoning techniques used in geometry to everyday thinking.

Grade: 9, 10
Suggested prior courses: Successful completion of Algebra 8 or A+ in Algebra 1 (211)
Credit: 1 unit weighted

Algebra 2 231

Algebra 2 is an extension of Algebra 1 covering those topics in greater depth including real numbers and their properties, solving equations, linear equations, systems of equations in two and three variables, inequalities, including absolute value inequalities, operations with polynomials, polynomials and factoring, fractional expressions and equations, exponents, powers, and roots, complex numbers, quadratic equations, relations and functions, quadratic functions, equations of the second degree, exponential and logarithmic functions.

Grade: 9, 10, 11, 12
Suggested prior courses: Successful completion of Algebra 1 (211 or 209)
Credit: 1 unit

Algebra 2 Honors 230

This course is a more in-depth study of Algebra 2 with an emphasis on such topics as sequences and series, complex numbers and polynomial functions. The use of graphing calculators and computer-assisted instruction is integrated whenever appropriate.

Grade: 9, 10, 11, 12
Suggested prior courses: C in Algebra 8 or A+ in Algebra 1 CP
Credit: 1 unit weighted

Probability and Statistics 237

An introduction to statistics and probability designed for the student who plans to attend college as it has become a requirement for most colleges. This full year course will be offered for college credit. Topics included are preliminary notions of probability, conditional probability, analysis of numerical data, preparing for a survey, sampling and making decisions.
*Dual enrollment with Fairleigh Dickinson University

Grade: 10, 11, 12

Suggested prior courses: Algebra 1
Credit: 1 unit

Financial Algebra 239

Financial Algebra addresses Advanced Algebra topics with Financial Applications by applying these mathematical concepts in practical business and personal finance contexts. Financial Algebra presents algebra-rich, applications-oriented, technology dependent topics from Algebra 2, Geometry, Pre-Calculus, and Probability and Statistics by modeling banking, credit, employment, taxes, auto ownership, housing, retirement, investing, budgeting, and more. It is geared particularly for seniors who would rather master and extend skills than choose a more advanced elective. The course aims to enable students to better meet their potential in their performance on the college placement tests such as those given in the New Jersey State Colleges and the State Universities. Graphing calculators are incorporated.

Grade: 11, 12
Suggested prior courses: Algebra 2 and Plane Geometry
Credit: 1 unit

Pre-Calculus Honors 235

A unified treatment of advanced algebra, trigonometry, analytic geometry and introductory calculus is designed to deepen understanding of concepts presented in earlier courses and prepare for advanced work in mathematics. The course deals with an in depth study of trigonometric and circular functions and their inverses, trigonometric equations and identities, solutions of triangles, and polar coordinates and complex numbers. It also focuses on the relations between the graphs and the algebra and geometry of other functions including polynomial and rational functions, special functions, such as absolute value and step functions, and exponential and logarithmic functions. Other algebraic exponential topics include sequences and series. The use of the graphing calculator is incorporated.

Grade: 11, 12
Suggested prior courses: Successful completion of Algebra 2H or B+ in Algebra 2 with departmental approval
Credit: 1 unit weighted

Pre-Calculus 241

This course gives an in depth treatment of trigonometry, and advanced algebra, and is designed to deepen the student's understanding of concepts presented in previous college prep mathematics courses in order to prepare for advanced work in mathematics. It includes a study of the graphs and applications of the trigonometric and circular functions and their inverses, logarithmic and exponential functions, trigonometric equations and identities, solutions of triangles, polar coordinates and the complex numbers. Topics in algebra include a study of functions, the theory of equations, sequences and series, and the meaning of limits.

Grade: 11, 12

Suggested prior courses: Successful completion of Algebra 2 and Plane Geometry
Credit: 1 unit

AP Pre-Calculus 246

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

Grade: 11, 12
Suggested prior courses: Successful completion of Algebra 2H or B+ in Algebra 2 with departmental approval
Credit: 1 unit weighted

Calculus Honors 240

This course is an elective for students who have both a strong interest in mathematics and high aptitude for problem solving. Calculus Honors is an extensive course covering a wide range of topics in higher mathematics, including the study of limits and continuity of functions leading to differential and integral calculus of polynomial functions, rational functions, exponential functions, the natural logarithmic function, and circular functions. The application of calculus to problem solving will be emphasized. The skills and concepts acquired through successful completion of Calculus Honors will serve as a foundation for College courses in Calculus, Science and Technology. Use of graphing calculators will be incorporated.

Grade: 12
Suggested prior courses: B- in Precalculus
Credit: 1 unit weighted

AP Calculus AB 245

Calculus is the mathematics of change and motion. The elements of Analytic Geometry are reviewed and extended. Functions - algebraic, trigonometric, exponential, and logarithmic, - are studied with respect to their graphs, differentiation and integration, and their application to problem solving. This course follows the Advanced Placement Curriculum and prepares students for the AP Test.

Grade: 12
Suggested prior courses: B- in Pre-Calculus Honors or departmental approval.
Credit: 1 unit weighted

AP Calculus BC 255

The purpose of Calculus BC Advanced Placement is to provide a rigorous, well defined curriculum for Advanced Placement Calculus. It is an extension of Calculus AB, and is intended to enable a student to obtain credit for the first two semesters of college calculus. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. Through the use of unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Each student has their own calculator, TI-NSpire CAS. The course includes, but is not limited to, college level mathematics for which most colleges grant advanced placement credit according to the results of an Advanced Placement Examination.

Grade: 11 or 12
Suggested prior courses: A+ in Pre Calculus Honors.
Credit: 1 unit weighted

AP Statistics 250

AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring, random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

**Dual enrollment with Fairleigh Dickinson University*

Grade: 10, 11, 12
Suggested prior courses: Successful completion of Algebra I.
Credit: 1 unit weighted

Multivariable Calculus 260

Multivariable Calculus is the final course in the accelerated course sequence. Topics included are: Vectors and the Geometry of Space, Vector-Valued Functions, Functions of Several Variables, Multiple Integration, and Vector Analysis. Vectors have many applications in geometry, physics, engineering, and economics. The student builds on many of the ideas of calculus of a single variable to calculus of several variables. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Each student has their own TI-NSpire CAS calculator.

Grade: 12
Suggested prior courses: BC Calculus
Credit: 1 unit weighted

Computer Science 261

The purpose of the Computer Science course is to present students with an overview of operating systems, networking and internet, data storage and manipulations, algorithms, programming languages, software engineering, data abstractions, database systems, computer graphics, artificial intelligence and theory of computation. After successful completion of this course, students will have a good foundation so as to be successful in AP Computer Science.
*Dual enrollment with Fairleigh Dickinson University

Grade: 9,10, 11, 12
Suggested prior courses: None
Credit: 1 unit

Computer Science 2 262

This course is an extension of Computer Science 1. Students will further their skills in writing, executing and debugging programs. Students will also learn about both sequential and random file structures, as well as how to write programs using Java.

Grade: 10, 11, 12
Suggested prior courses: Successful completion of Algebra IB and departmental recommendation.
Credit: 1 unit

AP Computer Science A 265

AP Computer Science focuses on the development of computer programs to solve a given problem using Java. These programs should be understandable, adaptable, and reusable. The design and implementation of such computer programs, at the same time, is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods.

Grade: 11, 12
Suggested prior courses: Successful completion of Algebra I
Credit: 1 unit weighted

WORLD LANGUAGES

World Language	9th	10th	11th	12th
Elective Courses*	Spanish 1 Spanish 2 Spanish 2 H	French 2 French 3 French 3 H	French 1 French 2 French 3	French 1 French 2 French 3

	Spanish for Native Speakers 1	Spanish 1 Spanish 2 Spanish 2 H Spanish 3 Spanish 3 H Spanish 4 Spanish 4 H Spanish for Native Speakers 2	French 3 H French 4 H AP French Spanish 1 Spanish 2 Spanish 2 H Spanish 3 Spanish 3 H Spanish 4 Spanish 4 H Spanish for Native Speakers 2 AP Spanish AP Spanish Lit	French 3 H French 4 H AP French Spanish 1 Spanish 2 Spanish 2 H Spanish 3 Spanish 3 H Spanish 3 Spanish 4 H Spanish for Native Speakers 2 AP Spanish AP Spanish Lit

**2 credits required for graduation*

All students are encouraged to study at least one world language during their high school careers. In addition to gaining the valuable skill of being able to communicate in a language different from their own, the students will be able to improve their basic communication skills in English. Through their experiences in the language classroom the students will become aware of cultural differences and will be aided in developing a positive approach toward other peoples of other cultures. All world language classes are required to teach interpersonal communication and the interrelationship between language and culture as required by New Jersey Student Learning Standards 7.1 and 7.2.

NJ STATE SEAL OF BILITERACY

The New Jersey State Seal of Biliteracy, awarded by the NJDOE, recognizes high school students who demonstrate proficiency in English and at least one other language, highlighting the value of bilingualism.. This designation on a student's high school transcript provides employers and universities with a method of identifying bilingual candidates and those who have prioritized the study of other languages and cultures. Juniors and Seniors can earn this recognition by meeting their English Language Arts graduation requirement and taking a test to demonstrate proficiency in a language other than English.

French 1 426

The first year of language study gives the student the opportunity to participate in a foreign culture through learning to understand and express himself/herself in the foreign language on an elementary level, and to communicate with the new culture through the study of the family, daily routine, customs and the behavior of the people.

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

French 2 432

The second year of language study gives the student the opportunity to practice and improve skills of understanding and speaking the foreign language and to continue experiences in the foreign culture.

Grade: 9, 10, 11, 12
Suggested prior courses: French 1
Credit: 1 unit

French 3 433

The third year of study will offer the student a greater fluency in the spoken language and preparation for continued studies in the fourth year.

Grade: 10, 11, 12
Suggested prior courses: French 2
Credit: 1 unit

French 3 Honors 440

The third year of study will offer the student a greater fluency in the spoken language and preparation for continued studies in the fourth year.

Grade: 10, 11, 12
Suggested prior courses: French 2 Honors, B average, or departmental approval.
Credit: 1 unit weighted

French 4 Honors 435

This course continues to develop the oral skills as well as the grammatical skills within the framework of an in-depth study of culture and an introduction to literature.

Grade: 11, 12
Suggested prior courses: French 3 and at least a B average and/or teacher recommendation.
Credit: 1 unit weighted

AP French 460

The AP French Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in French language and culture. The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. Students who enroll in this course are typically in their fourth year of high school–level French language study, however this course is open to all students who successfully complete French 3 Honors.

Grade: 10, 11, 12
Credit: 1 unit weighted

Spanish for Native Speakers 1 450

The course is for the native speaker of Spanish who is proficient in listening and speaking skills and wishes to develop reading and writing abilities. Reading selections from various Spanish speaking countries will be used. These will focus upon all aspects of Spanish: culture, literature, geography and history. Students will extend their knowledge of grammar and their vocabulary.

Grade: 9
Suggested prior courses: Fluent in Spanish, entrance exam and departmental approval.
Credit: 1 unit weighted

Spanish for Native Speakers 2 455

This course is a continuation of Spanish for Native Speakers 1. It will emphasize the improvement of vocabulary and grammar skills. Also continued emphasis in the development of reading and writing abilities. Oral discussions to improve speaking efficiency will be held. These will be career-oriented with special focus placed on opportunities for the bilingual worker in various fields. Preparation of test taking skills for the AP Spanish Language Exam will also be covered.

Grade: 10, 11, 12
Suggested prior courses: SNS1 **450** Fluent in Spanish, and departmental approval.
Credit: 1 unit weighted

Spanish 1 401

The first year of language study gives the student the opportunity to participate in a foreign culture through learning to understand and express himself/herself in the foreign language on an elementary level, and to communicate with the new culture through the study of the family, daily routine, customs and the behavior of the people.

Grade: 9, 10, 11, 12
Suggested prior courses: None
Credit: 1 unit

Spanish 2 407

The second year of language study gives the student the opportunity to practice and improve skills of understanding and speaking the foreign language and to continue experiences in the foreign culture.

Grade: 9, 10, 11, 12
Suggested prior courses: Spanish 1
Credit: 1 unit

Spanish 2 Honors 400

The second year of language study gives the student the opportunity to practice and improve skills of understanding and speaking the foreign language and to continue experiences in the foreign culture.

Grade: 9, 10, 11, 12
Suggested prior courses: Spanish 1 B average or departmental approval
Credit: 1 unit weighted

Spanish 3 409

The third year of study will offer the student a greater fluency in the spoken language and preparation for continued studies in the fourth year.

Grade: 10, 11, 12
Suggested prior courses: Spanish 2- 407
Credit: 1 unit

Spanish 3 Honors 405

The third year of study will offer the student a greater fluency in the spoken language and preparation for continued studies in the fourth year.

Grade: 10, 11, 12
Suggested prior courses: Spanish 2 Honors 400, B average, or departmental approval
Credit: 1 unit weighted

Spanish 4 411

This course continues to develop the oral skills as well as the grammatical skills within the framework of an in-depth study of culture and an introduction to literature.

Grade: 11, 12
Suggested prior courses: Spanish 3 -409
Credit: 1 unit

Spanish 4 Honors 410
This course continues to develop the oral skills as well as the grammatical skills within the framework of an in-depth study of culture and an introduction to literature.

Grade: 11, 12
Suggested prior courses: Spanish 3 Honors 405 and B average or departmental approval
Credit: 1 unit weighted

AP Spanish Language & Culture 420
This course is for qualified students who are planning to take the AP Spanish Exam for advanced credit or placement in a college program. The Course work follows the prescribed outline for the AP Spanish Language & Culture Exam.

Grade: 11, 12
Suggested prior courses: B in Spanish 4 Honors or Spanish for Native Speakers 2, and or/departmental approval.
Credit: 1 unit weighted

AP Spanish Literature & Culture 425
The AP Spanish Literature & Culture course is designed to provide students with a learning experience equivalent to that of a third year college course in Peninsular and Latin American literature. The course is designed to introduce students to the formal study of a representative body of Peninsular and Latin American texts. The AP Spanish Literature & Culture course more closely approximates an introductory literature course typically taught at the college level. The reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on the many voices and cultures included in the very rich literature. The text includes Abriendo Puertas: Antologia de literatura espanol.

Grade: 11, 12
Suggested prior courses: Departmental Recommendation and AP Spanish Language & Culture 420
Credit: 1 unit weighted

ENGLISH AS A SECOND LANGUAGE

This intensified program has been developed at Bergenfield High School to meet the needs of those students for whom English is the second language. Instruction in listening, speaking, reading and writing is provided at the student's particular level of language proficiency. There are various ESL courses offered, starting at beginner and progressing through advanced levels of English language proficiency. ESL class placement is determined using multiple indicators such as, ACCESS for ELLs scores, WIDA MODEL Screener results, as well as teacher recommendation. Students in the beginner class receive language arts literacy credit from their ESL Developmental course, while the intermediate and advanced receive language arts literacy credit from their English for New Americans course. The students learn in a non-threatening environment and are

given instructions in survival, language arts and content area language skills. Throughout this program the student is encouraged to share, compare, and contrast his/her native culture and heritage with those of his/her classmates. The students' ethnicity is valued, thereby hoping to empower them in this multicultural society.

MUSIC EDUCATION

Music	9th	10th	11th	12th
Elective Course*	Philharmonia Str. Beginning Guitar Beginning Piano Concert Choir Concert Band Music Tech I Symphonic Band	Beginning Guitar Beginning Piano Concert Choir Concert Band Music Tech I Music Tech II Symphonic Band Symphonic Winds	Beginning Guitar Beginning Piano Concert Choir Concert Band Music Tech I Music Tech II Symphonic Band Symphonic Winds	Beginning Guitar Beginning Piano Concert Choir Concert Band Music Tech I Music Tech II Symphonic Band Symphonic Winds

A student who elects membership in any performing organization should be aware that all performances, individual practice, and off-school-time rehearsals are inherent parts of the various courses of study. Should a student NOT wish to participate in the off-school-time rehearsals and performances, a conference with the Coordinator of Music PRIOR TO REGISTRATION should be scheduled. Limited participation in one of the performing organizations will then be arranged.

Some students will be scheduled for two music groups in a single period with shared time arranged by the music faculty. In these situations, proportionate credit will be given.

All music courses fulfill the visual and performing arts graduation requirement.

Instrumental Lab

Students registered in one of the instrumental groups (grades 9, 10, 11, 12) are required to practice individually on their instrument. Home practice is supplemented by required labs which entail class lessons, sectional rehearsals, and/or supervised practice in the departmental practice rooms.

Chorale 842

This non-auditioned group is the school's choral ensemble of soprano and alto voices. Selected SSA music of increasing difficulty of all styles and from all periods is studied and performed. Off-school-time rehearsals, performances, and individual practice are required as an inherent part of this course. Departmental approval is required for membership.

Grade: 9, 10, 11, 12
Suggested prior courses: Departmental approval
Credit: 1 unit

Concert Choir 841

This non-auditioned group is the school's large choral ensemble of mixed voices. Selected music of increasing difficulty of all styles and from all periods is studied and performed. Off-school-time rehearsals, performances, and individual practice are required as an inherent part of this course. Departmental approval is required for membership.

Grade: 9, 10, 11, 12
Suggested prior courses: Chorale or departmental approval
Credit: 1 unit

Honors Vocal Ensemble 840

This honors course provides an opportunity for the most advanced performers to study repertoire on a collegiate and professional level. Students will be selected for this course by audition. Off-school-time rehearsals, performances and individual practice are required as an inherent part of this course. This course fulfills the visual and performing arts graduation requirement.

Grade: 9, 10, 11, 12
Suggested prior courses: By audition only. Departmental assignment is required for registration.
Credit: 1 unit weighted

Concert Band 823

This course offers continued training in wind band music for 9th grade wind and percussion players. It is also available to 10th, 11th and 12th grade students unable to participate in Symphonic Band because of ability or scheduling conflicts. Participation in this course is required of all students who aspire to a position in Symphonic Band. Off-school-time rehearsals, performances and individual practice are required as an inherent part of this course.

Grade: 9 (grades 10, 11 and 12 by departmental approval or assignment).
Suggested prior courses: Department approval or assignment is required for registration.
Credit: 1 unit

Symphonic Band 822

This course offers intermediate training in wind band music. Off-school-time rehearsals, performances and individual practice are required as an inherent part of this course. This course fulfills the visual and performing arts graduation requirement.

Grade: 9, 10, 11 and 12
Suggested prior courses: Departmental assignment is required for registration.
Credit: 1 unit

Symphonic Winds 821

This course offers advanced training in wind band music. Select members may be assigned to supplement Concert Orchestra when full orchestral instrumentation is required.

Off-school-time rehearsals, performances and individual practice are required as an inherent part of this course.

Grade: 9, 10, 11 and 12
Suggested prior courses: Departmental assignment is required for registration.
Credit: 1 unit

Honors Wind Ensemble 820

This honors course provides an opportunity for the most advanced performers to study wind band repertoire on a collegiate and professional level. Students will be selected for this course by audition. Select members will be assigned to supplement Honors Symphony Orchestra when full orchestral instrumentation is required. Off-school-time rehearsals, performances and individual practice are required as an inherent part of this course.

Grade: 9, 10, 11, 12
Suggested prior courses: Departmental assignment is required for registration.
Credit: 1.2 unit weighted

Philharmonia Strings 832

This course offers continued training in orchestral activities for 9th grade string players. It is also available to 10th, 11th and 12th grade students unable to participate in Symphony Orchestra because of ability or scheduling conflicts. Participation in this course is required of all students who aspire to a position in Concert or Honors Symphony Orchestra. Off-school-time rehearsals, performances and individual practice are required as an inherent part of this course. Instrumental Lab is required.

Grade: 9 (or grades 10, 11 & 12 by departmental approval or assignment).
Suggested prior courses: Departmental approval
Credit: 1 unit

Concert Orchestra 831

This course offers intermediate training in orchestral activities for 9th and 10th grade string players. It is also available to 11th and 12th grade students unable to participate in Symphony Orchestra because of ability or scheduling conflicts. Participation in this course is required of all students who aspire to a position in Honors Symphony Orchestra. Off-school-time rehearsals, performances and individual practice are required as an inherent part of this course. Instrumental Lab is required.

Grade: 9, 10, 11, 12 (by assignment)
Suggested prior courses: Departmental approval
Credit: 1 unit

Honors Symphony Orchestra 830

This honors course provides an opportunity for the most advanced performers to study orchestral repertoire on a collegiate and professional level. Students will be selected for this course by audition. Off-school-time rehearsals, performances and individual practice are required as an inherent part of this course. Instrumental Lab is required.

Grade: 9, 10, 11, 12 (by assignment)
Suggested prior courses: Departmental approval
Credit: 1 unit weighted

AP Music Theory 815

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

Grade: 10, 11, 12
Suggested prior courses: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.
Credit: 1 unit weighted

Music Technology I 804

This course will teach the principles of music composition, arranging, audio recording, digital/analog synthesis and live sound production through specialized hardware and software applications. Hands-on instruction at the computer music workstation will be combined with classroom instruction in theoretical aspects of music technology. Strategies for digital music production will be explored through the creation of student music projects. This course fulfills either the visual and performing arts graduation requirement or career education graduation requirement.

Grade: 9, 10, 11, 12
Suggested prior courses: None.
Credit: 1 unit

Music Technology II 805

This course will be a continuation of the skills learned in Music Technology I, with an emphasis on advanced recording skills using Apple Logic Pro software. Class activities will include recording, editing, mixing, and mastering of studio projects and live performances. Students will utilize the Music Technology Lab recording studio.

Grade: 10, 11, 12
Suggested prior courses: Successful completion of Music Technology 1
Credit: 1 unit weight

Beginning Class Guitar 846
Students will learn basic music fundamentals and guitar technique, including tuning, chords, melodic reading, and improvisation. Studies of different guitarists and musical styles (including classical, folk, jazz, blues and rock) will be undertaken. The class will culminate in the study and performance of traditional and modern guitar music appropriate to the student's ability. This class is for the beginning student with no prior guitar and/or musical background.

Grade: 9, 10, 11, 12
Suggested prior courses: None.
Credit: 1 unit

Beginning Class Piano 848
Students will learn basic music fundamentals and piano technique, including note reading, scales, and chord progressions. Studies of different pianists and musical styles (classical, jazz, and pop) will be undertaken. The class will culminate in the study and performance of traditional and modern piano music appropriate to the student's ability. This class is for the beginning student with no prior piano and/or musical background.

Grade: 9, 10, 11, 12
Credit: 1 unit

PHYSICAL EDUCATION

Physical Education	9th	10th	11th	12th
Required Courses	Physical Education Health	Physical Education Driver's Ed.	Physical Education Health	Physical Education Health

Physical Education .75 Unit
Every student is required to take the course Physical Education for three of the four marking periods during the year. All classes will be scheduled to fulfill the requirements of Title VI and Title IX which require co-educational classes. Each student's final grade will be based on the average of his/her grades received in the three assigned marking periods. Credit will be awarded for successful completion of the course based on the number of days in class per "6 Day Cycle, i.e., .75 units for a full "6 Day Cycle" and .60 units for five days per "6 Day Cycle" (students out one day for lab). Successful completion of the physical education course each year a student is enrolled is required for graduation. (A student medically excused from physical education must successfully complete alternative written assignments in order to receive credit for physical education.)

Physical Education 9 **921**
Physical Education 10 **922**

Physical Education 11 **923**
Physical Education 12 **924**

The emphasis in Physical Education is to provide students with a meaningful experience designed to develop their whole self. By developing their spirit, mind, and body, students will gain a better sense of personal fitness, health, and wellness. Our focus on personal fitness will lead students to take responsibility for designing and participating in their own fitness plan. Our philosophy is to increase fitness levels to help generate improved performance in all areas of a student's life. Through the use of our new Fitness Center and our creative instructional plan, our fitness curriculum coincides with our philosophy of fitness first. Students will also participate in team sport activities that utilize the Sport Education framework. In Sport Education, students not only participate, they also officiate, keep score, and learn about scheduling and coaching.

HEALTH

Every student is required to take the health class offering for his or her grade level in one of the marking periods during the year. Upon successful completion of the health education course, a student will receive credit of .25 units for five days a week attendance.

Health - 9th Grade 971
All ninth-grade students are required to take this course for one marking period during the year. The course includes basic health practices as they relate to personal health and community health, Bullying, understanding yourself and others, human reproduction, sexually transmitted diseases, and human sexuality. In addition, the teaching of alcohol, steroid and drug abuse education as mandated by State Law is a phase of this course.

Credit: 0.25 unit

Drivers Education - 10th Grade 972
Classroom Driver Education which is offered to all students is recognized as an integral part of the general education program. All l0th grade students are required to take this course for one marking period during the school year. The course provides instruction relative to: the operation of a motor vehicle; the ownership and maintenance of a motor vehicle; the responsibilities of all roadway users; the identification of all roadway features and conditions; the meaning of all traffic controls; the understanding of N.J. Motor Vehicles law and their enforcement; alcohol and drugs as they relate to driving; and, accident responsibility and insurance liability. The major aim of this course is to inculcate in students the proper habits and attitudes for the safe and efficient operation of a motor vehicle. The students will take the N.J. Motor Vehicles Services High School Test.

Credit: .25 unit

Health - Grade 11 973
All eleventh grade students are required to take this course for one marking period during the year. Noninfectious diseases, death and suicide, weight management and eating disorders teenage relationships and sexuality along with basic first aid practice including

CPR certification are topics covered during this course. Drug/Alcohol abuse education as mandated by State Law is a phase of this course offering.

Credit: .25 unit

Health - Grade 12 974
All seniors are required to take this course in one of the marking periods during the year. The course of study will concentrate on the preparation for adult living by exploring the various lifestyles that are common in today's society. During the 9-week unit the following areas will be covered: the physical and psychological needs of men and women; the concerns of human sexuality; the development and understanding of relationships and their problems; the problems of sexual assault will be discussed. Concerns at the college level (i.e., frat parties) date and acquaintance rape, stranger rape and statutory rape will be stressed. Abusive relationships from teenage abuse to abuse in marriage will be explored. Emphasis will be on why it happens, prevention and how to break the cycle of abuse. Drug abuse education as mandated by State Law is a phase of this course offering.

Credit: .25 unit

SCIENCE

Science	9th	10th	11th	12th
Required Courses	Physics 1 Env and Physical Science Physics Honors	Chemistry Chemistry Honors Biology Biology Honors	Science w/ a lab	
Elective Courses	AP Environmental Sci	AP Environmental Sci AP Chem AP Physics I AP Physics II AP Physics C Anatomy & Phys. Dyn. of Healthcare Med. Term Health & Wellness Sci. Princip. of Nut.	AP Environmental AP Chem AP Physics I AP Physics II AP Physics C AP Biology Anatomy & Phys. Anatomy & Phys. II Dyn. of Healthcare Environmental Sci. Forensics Marine Bio Medical Term Health & Wellness Phys Sci in Engineering	AP Environmental AP Chem AP Physics I AP Physics II AP Physics C AP Biology Anatomy & Phys. Anatomy & Phys.II Dyn. of Healthcare Environmental Sci. Forensics Marine Bio Medical Term Health & Wellness Phys Sci in Engineering

The science department offers a wide range of courses that encourage and provide all students with the opportunity to become scientifically and technologically literate. Successful completion of three years is required for graduation. All students are

encouraged to study more than the minimum. Any student enrolled in an honors class must maintain a minimum of a B average throughout the year in order to continue in the honors sequence, unless given special permission by the director.

Honors courses are offered in Biology, Chemistry, Physics, Anatomy and Physiology and Environmental Science. These courses follow the general topic outline of the regular offerings, but in greater depth and breadth of content. Assignments involving independent research projects, critiques of current events in scientific research and critical thinking essays are all part of the curriculum throughout the year. Laboratory experiments are more intricate than those encountered by students in the regular courses, with special emphasis placed on problem-solving techniques, technological design, data and error analysis, and the development of inferences and conclusions. Moreover, honor students are expected to show an interest in the world of science outside of the classroom.

Environmental & Physical Science 300

This college preparatory course is designed to provide the foundation for the chemistry that is taught in tenth grade, while the combination of Physical Environment and Chemistry supports eleventh grade Biology. Students will develop a strong understanding of the science behind phenomena seen in the physical world, such as hurricanes, earthquakes, tsunamis, volcanoes, and global climate change. Topics include states of matter, air flow & pressure, earth-sun-moon system, seasons, basic chemistry and factors impacting our changing climate. The course will focus on environmental science issues from a physical science perspective, rather than a life science perspective, incorporating topics from earth/space science and physics.

Grade: 9
Suggested prior courses: None
Credit: 1 unit

Physics 1 301

This college preparatory course is designed to provide the foundation for the chemistry that is taught in tenth grade, while the combination of physics and chemistry supports eleventh grade biology. This represents a very effective sequence of science instruction. As importantly, the math and physics courses are synchronized in order that they complement each other. The use of algebra in this course reinforces what is learned in Algebra. Physics-1 uses an algebra-based approach to explore topics including Mechanics (One-Dimensional Kinematics, One-Dimensional Dynamics, Uniform Circular Motion, Universal Gravitation, Work and Energy, and One-Dimensional Linear Momentum); Electricity & Magnetism (Electrostatics, Electric Fields, Electric Current, DC Circuits, Magnetic Fields, Electromagnetic Induction); and Simple Harmonic Motion, Waves & Light (Spring – Mass Systems, The Pendulum, Wave Properties, Electromagnetic Waves, Light as a Wave, Two Slit Experiment, Photoelectric Effect, Light as a Particle, Matter Waves, The Bohr Model of the Hydrogen Atom).

Grade: 9
Suggested prior courses: None

Credit: 1 unit

Biology 322

This course offers an organized scientific framework for posing and answering questions about the world. This college preparatory course introduces students to the major biological concepts such as, biochemistry, cell and molecular biology, reproduction and development, genetics, evolution, ecology, microbiology and taxonomy. Emphasis is placed on scientific inquiry and process. Students extensively use the microscope, and learn dissection techniques. The science department follows guidelines suggested by the National Association of Biology Teachers in the use of animals in science classes. Alternative learning experiences will be provided for students who so not wish to participate in activities involving animals, e.g. dissections.

Grade: 10, 11
Suggested prior courses: None
Credit: 1 unit

Biology Honors 320

This course addresses all major biological concepts ranging from the molecular to the community level. The course is laboratory activity-centered, and various learning tools such as websites, animations, field trips and note booking are employed. Units studied concern the diversity and unity of life; cell structure and function; chemicals of life; mitosis, meiosis and development; genetics and evolution; photosynthesis; respiration; plant structure and function; mammalian structure and function; population biology. Each marking student will be required to complete a research project, which they will present to their peers. Observational skills, data collection, analysis and processing are emphasized; therefore proficiency in mathematics is necessary. This course prepares students for the advanced level science courses.

Grade: 10,11
Suggested prior courses: Successful completion of Chemistry Honors (or Chemistry with departmental approval).
Credit: 1 unit weighted

AP Biology 360

This program has been developed to provide the student with a deep understanding of eight major themes in biology. These are: 1) Science as a Process 2) Evolution 3) Energy Transfer 4) Continuity and Change 5) Relationship of Structure to Function 6) Regulation 7) Interdependence in Nature and 8) Science, Technology and Society. The course is lab activity-centered, with blocks of time devoted for laboratory work. There will be twenty-six distinct laboratory activities, including the twelve that are required by the College Board AP committee. The Molecular Biology lab activity (#6) will be conducted at the DNA Learning Center in Long Island, NY. All labs are designed to enhance learning experiences and prepare the students for college level biology courses. Students will be required to take the AP Biology Test in May. This gives them the opportunity to bypass a corresponding introductory college course and perform significantly better in upper-level courses.

Grade: 11, 12
Suggested prior courses: B+ in Biology and B in Chemistry.
Credit: 1.2 unit weighted

Marine Biology 324

This ½ year science elective course introduces students to the principles of the biology of organisms in the marine environment with special emphasis on the zonation of marine life,on regional, vertical and temporal scales, as well as adaptation to the physical and chemical environment in the oceans. Topics will include physical and biological oceanography, the diversity of marine organisms ranging from the microscopic to the macroscopic and marine ecosystems. ***This course fulfills a half-year science graduation requirement.***

Grade: 11,12
Suggested prior courses: Biology & Chemistry
Credit: 0.5 unit

Physical Science in Engineering 326

This ½ year science elective course will utilize the Problem-Based Learning (PBL) framework, giving students the opportunity to learn STEM (Science, Technology, Engineering, Mathematics) content by working in groups to solve open-ended, real-world problems such as climate change. Intro to Engineering would provide hands-on learning experiences aligned to NJSLS in the following areas: Science; Math; Computer Science & Design Thinking; Career Readiness, Life Literacies & Key Skills. There will be a focus on emergent 21st century technologies, including electronics, motors, generators, and solar cells. ***This course fulfills a half-year science graduation requirement.***

Grade: 11,12
Suggested prior courses: Physics & Chemistry
Credit: 0.5 unit

Chemistry 332

This course involves the study of the composition, structure, and changes in matter and introduces the student to the fundamental principles of chemistry. The laboratory experiments emphasize these concepts and utilize the mathematics and problem-solving techniques of Algebra 1.

Grade: 9, 10, 11, 12
Suggested prior courses: Algebra 1
Credit: 1 unit

Chemistry Honors 330

This course focuses on the study of composition, structure, and changes in matter. It is recommended to students who are especially interested and/or competent in science or who are thinking about or planning a career in science or a science-related field. The ability to use arithmetic principles and the utilization of the problem-solving techniques of Algebra I are essential.
*Dual enrollment with Bergen Community College

Grade: 9, 10, 11
Credit: 1 unit weighted

AP Chemistry 335

This second year chemistry course is organized to provide the student with a strong background in the principles of chemistry to serve as a basis for continuing the study of science or engineering. Students are required to take the Advanced Placement Test, which closely follows the Advanced Chemistry outline. Emphasis is placed on mastering the fundamentals of chemistry in a way that assists the student to develop the ability to think clearly and to express ideas orally and in writing with clarity and logic. The laboratory part of the course offers an introduction to qualitative and quantitative analysis. This course uses equipment and apparatus used on the college level. Two double lab periods are devoted to lab activities.

Grade: 10, 11, 12
Suggested prior courses: B- in Algebra 2, Honors Chemistry or departmental approval. If in STEM program for grade 10 must take concurrent with Honors Biology.
Credit: 1.2 unit weighted

Physics Honors 340

This honors level course is designed to prepare students for the Chemistry that is taught in tenth grade, while the combination of Physics and Chemistry prepares students for Biology in eleventh grade. Physics Honors uses an algebra-based approach to explore topics including Mechanics (One-Dimensional Kinematics, One-Dimensional Dynamics, Uniform Circular Motion, Universal Gravitation, Work and Energy, and One-Dimensional Linear Momentum); Electricity & Magnetism (Electrostatics, Electric Fields, Electric Current, DC Circuits, Magnetic Fields, Electromagnetic Induction); and Simple Harmonic Motion, Waves & Light (Spring–Mass Systems, The Pendulum, Wave Properties, Electromagnetic Waves, and their Applications in Technologies for Information Transfer).

Grade: 9
Suggested prior courses: Science 8 advanced
Credit: 1 unit weighted

AP Physics 1: Algebra-Based 355

This course is a second-year of physics for college-bound students planning to pursue a career in science or engineering. Students will learn about the foundational principles of physics as you explore Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. You'll do hands-on laboratory work to

investigate phenomena. Students are required to take the Physics Advanced Placement 1 Exam at the completion of the course. As such, it follows the AP College Board's Advanced Placement outline. As all students have already taken one year of Honors Physics or PSI (Physics First), two double lab periods are provided to allow for advanced lab work. The syllabus is analogous to a first-year college physics course taken by science majors.

Grade: 9,10,11,12
Suggested prior courses: Successful completion of Physics 1.
Credit: 1.2 unit weighted

AP Physics 2: Algebra-Based 385

AP Physics 2 is equivalent to most college-level introductory physics courses with a focus on the following topics: fluid statics and dynamics, thermodynamics, PV diagrams and probability, electrostatics, electrical circuits with capacitors, magnetic fields, electromagnetism, physical and geometric optics, and other topics in modern physics. AP Physics 1 or PSI physics should be taken before this course, which covers traditional mechanics and other important introductory topics. This course emphasizes problem solving in the context of the principles of physical laws and principles; as well as the ability to apply that knowledge and skill to phenomena in either an experimental or theoretical setting. Great attention is given to strengthening and reinforcing the natural connections between the sciences and the real world. Students will be involved in problem solving, inquiry-based laboratory activities on an individual, small group and large group basis. Through this process the ability to read and understand problems, break them down into their component parts and then create and present solutions will be developed. About 25% of instructional time will be spent on hands-on laboratory activities with an emphasis on inquiry-based investigations. Much of the work done in the laboratory will include designing experiments and the gathering of data. That data will then be analyzed using software including Word and Excel. Through this process both analytical techniques as well as technological capability will be developed.

Grade: 9,10,11,12
Suggested prior courses: Successful completion of Physics 1
Credit: 1.2 unit weighted

AP Physics C: Calculus-Based 380

AP Physics C is the first and/or second semester of the second or third year of a two or three-year sequence that is designed to prepare students to take the AP Physics C Mechanics or Electricity and Magnetism examinations or both. It begins by integrating the use of calculus (differentiation and integration) into the AP Physics topics. This allows students to solve calculus based problems. This course emphasizes problem solving in the context of the principles of physical laws and principles; as well as the ability to apply that knowledge and skill to phenomena in either an experimental or theoretical setting. Great attention is given to strengthening and reinforcing the natural connections between the sciences and with mathematics. Proper preparation to take this course includes the completion of Physics Honors, and AP Physics 1 or 2. While it is best if Calculus is completed prior to the start of this course; it is possible to take it in parallel if the student

can commit additional time and effort. Students will be involved in problem-solving activities on an individual, small group and large group basis. Through this process the ability to read and understand problems, break them down into their component parts and then create and present solutions will be developed. These same skills will be developed with activities in the physics laboratory. In that case, problem solving will be done in real time with hands-on problems. Much of the work done in the laboratory will include designing experiments and the gathering of data. That data will then be analyzed using software including Word and Excel. Through this process both analytical techniques as well as technological capability will be developed.

Grade: 9, 10, 11, 12
Suggested prior courses: Calculus (may be taken concurrently)
Credit: 1.2 unit weighted

Forensics 312

Forensic Science is focused upon the application of scientific methods and techniques to crime and law. This course is open to 11th and 12th graders. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. Forensics is a course that has been developed with Syracuse University through Project Advance. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed upon the techniques used in evaluating physical evidence. Topics covered in the course include: blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paint, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. Laboratory exercises will include techniques commonly employed in forensic investigations. This is a college level course and students may earn 4 college credits upon successful completion. The concurrent enrollment partnership (CEP) allows students to enroll in regular college courses while still in high school.
*Dual enrollment with Syracuse University

Grade: 11, 12
Suggested prior courses: Successful completion of Biology, Chemistry and Physics (or co-enrolled) with a minimum grade of B
Credit: 1 unit

Environmental Science 361

Today, the science which deals with the interactions of humans and their environment is considered central. Environmental Science incorporates Biology, Chemistry, Physics, Mathematics and the Social Sciences in an effort to scientifically and wisely manage the limited resources of our world.

Grade: 11, 12
Suggested prior courses: None
Credit: 1 unit

AP Environmental Science 370

This course is designed to be the equivalent of a one semester, introductory college course in environmental science that includes a laboratory and field investigation component. Emphasis is placed on the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. One double lab period will provide additional time necessary for field and laboratory work. Students are required to take the AP Exam.

Grade: 10,11, 12.
Suggested prior courses: B in Physics 1 and Chemistry unless in a STEM program.
Credit: 1.2 unit weighted

Anatomy and Physiology 1 Honors 365

This course focuses on the structure and physiology of the cell, tissue, integumentary system, skeletal system, muscular system and the nervous system. Students who have successfully completed all UMDNJ requirements prior to high school graduation are eligible to take the UMDNJ examination to receive college credits Anatomy of Physiology 1 (4 credits) and/or college credit from Bergen Community College or Rutgers. ***This course fulfills the state requirement for one unit in career education required for graduation.***
*Dual enrollment with Rutgers University or Bergen Community College

Grade: 10,11, 12
Suggested prior courses: B+ in Biology and B in Chemistry or departmental approval
Credit: 1 unit weighted

Anatomy and Physiology 2 Honors 375

This course focuses on the structure and physiology of the endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, reproductive system and special senses. Students who have also successfully completed Anatomy and Physiology 1 courses and all UMDNJ requirements prior to high school graduation are eligible to take the UMDNJ examination to receive college credits for Anatomy and Physiology II (4 credits). ***This course fulfills the state requirement for one unit in career education required for graduation.***
*Dual enrollment with Rutgers University or Bergen Community College

Grade: 11, 12
Suggested prior courses: Anatomy and Physiology I
Credit: 1 unit weighted

Dynamics of Healthcare 371

This course provides an orientation to health care services and delivery. The course is open to 10^{th}, 11^{th} and 12^{th} grade students. Students who take this course should have a sincere interest in entering the healthcare field. The course delivers an interdisciplinary perspective, with a focus on process skills to include critical thinking, ethical reasoning, effective communication, and self-directed learning abilities. Professional competencies

as applied to general issues and topics common to all health providers are stressed. Emphasis is placed on the role of the health care practitioner as both the provider and consumer of healthcare services. Students will be eligible to take the University of Medicine and Dentistry of New Jersey examination for college credit (3 credits) pending satisfactory completion of the course requirements. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 10, 11, 12
Suggested prior courses: Minimum C average in previous science course(s)
Credit: .5 unit

Medical Terminology 376

This full-year course is designed to give direction to the student who has little experience in scientific or medical subjects as well as providing students with the fundamental concepts of scientific and medical terminology. The course is open to 11th and 12th graders. The content includes study of scientific and medical terms, prefixes, suffixes, and word roots used in developing a medical vocabulary. A word building system approach is utilized as well as the study of scientific and medical terminology and introduction to basic body structures. Students are eligible for University of Medicine and Dentistry of New Jersey college credit (3 credits) pending satisfactory completion of the course requirements and UMDNJ examination. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 10**,** 11, 12
Suggested prior courses: B - in Biology
Credit: 1 unit

Health & Wellness 378

The objective of this course is to provide students with a basic understanding of the fundamental practice of medicine and its various disciplines along with the nature of disease. Topics covered include: introduction to body systems, general histology, general microbiology, pathophysiology of disease, medical imaging, and the use of technology in medicine. ***This course fulfills the state requirement for one unit in career education required for graduation.***

Grade: 10**,**11, 12
Suggested prior courses: B- in Biology
Credit: .5unit

Scientific Principles of Nutrition 302

This course outlines the relationship of diet, lifestyle and the prevention of disease. An overview of digestion, absorption and metabolism of protein, carbohydrates, fats, vitamins and minerals is provided. Nutritional needs at various stages of the lifespan are stressed. Applying the science of nutrition to your life, including needs for fitness and physical activity, evaluating nutrition claims, food labeling and other consumer concerns, are emphasized.

Grade: 10,11,12
Suggested prior courses: Successful completion of Biology
Credit: 1 unit

SOCIAL STUDIES

History	9th	10th	11th	12th
Required Courses	MWH & Geo MWH & Geo H AP World Hist	US History I US History H I	US History II US History H II AP US History	
Elective Courses		AP Micro AP Macro AP Euro Hist. AP Human Geo. AP Psych AP World Hist AP African Amer Studies Foundation of Human Behav. Law & Citizen	AP Micro AP Macro AP Euro Hist. AP Human Geo. AP Psych AP World Hist Foundation of Human Behav. Law & Citizen AP Art History AP US Gov. & Pol. AP African Amer Studies	AP Micro AP Macro AP Euro Hist. AP Human Geo. AP Psych AP World Hist Foundation of Human Behav. Law & Citizen AP Art History AP US History AP US Gov. & Pol. AP African Amer Studies

The goal of the Social Studies Department is to prepare all students to become lifelong learners and to examine and evaluate issues of importance to all Americans. Students will acquire a high degree of literacy in civics, history, economics, and geography as well as developing critical thinking skills, which enable them to apply this knowledge to their lives as citizens. Throughout the Social Studies program, students are exposed to higher-level thinking and learning skills as well as document-based instruction to enhance the students' sense of inquiry. The objectives of the Honors/AP program in Social Studies focus on the analysis, synthesis, and evaluation of historical data. Students are expected to maintain a high level of academic interest, demonstrate a sophisticated level of critical thinking, and be self-motivated learners and generators of scholarly material. Honors/AP students must additionally demonstrate their ability to be effective writers in order to enhance communication and shared knowledge within the classroom.

Modern World History and Geography 116
This course provides the students with an introduction to the major historic events, concepts, and ideas in world history. Students will analyze the transition from wartime alliances to new patterns of global conflict and cooperation, and the reconstruction of Europe and Asia. This course includes: 1) the impact of great revolutions in modern history, 2) an understanding of the concept of development, 3) cultural, social, and political changes in the modern era, and 4) an understanding of the world in spatial terms (application of geographical tools and supporting technologies such as GPS, the internet,

and use of physical and human characteristics of the world to answer complex geographical questions and problems).

Grade: 9
Suggested prior courses: None
Credit: 1 unit

Modern World History and Geography Honors 120

An enriched version of Modern World History and Geography is available for qualified and motivated students. The objectives of the Modern World History and Geography Honors course focus on the analysis, synthesis, and evaluation of historical data. Students are expected to maintain a high level of academic interest, demonstrate a sophisticated level of critical thinking, and be self-motivated learners and generators of scholarly material. Honors students must additionally demonstrate their ability to be effective writers in order enhance communication and shared knowledge within the classroom. Students must be able to read at an advanced level.

Grade: 9
Credit: 1 unit weighted

AP World History 125

The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. The AP World History course develops students' capacity and ability to think and reason in a deeper, more systematic way, better preparing them for subsequent college courses; the four historical thinking skills on which this course is based are: 1. Crafting Historical Arguments from Historical Evidence 2. Chronological Reasoning 3. Comparison and Contextualization 4. Historical Interpretation and Synthesis. The five themes on which the course is based are: Theme 1: Interaction Between Humans and the Environment Theme 2: Development and Interaction of Cultures Theme 3: State-Building, Expansion, and Conflict Theme 4: Creation, Expansion, and Interaction of Economic Systems. Theme 5: Development and Transformation of Social Structures.

Grades: 9**,** 10, 11, 12
Credit: 1 unit weighted

U.S. History I 132

The content of this course will encompass the American experience from the origins of civilization in North America to the expansion of the US western region. This course will focus on how different generations of Americans coped with the challenges of building a new society in a New World. The following themes will be studied in chronological order: early Americans; European exploration/settlement; the colonial generations; the revolutionary generations, gaining independence and establishing a new government; developing the new Republic; the generation of crisis origins/consequences of the Civil War, Reconstruction, and expansion of the US western region through the beginning of the 20th century.

Grade: 10

Credit: 1 unit

U.S. History I Honors 130

An enriched version of U.S. History is available for qualified and motivated students. This course will focus on the analysis, synthesis, and evaluation of historical data. Students are expected to maintain a high level of academic interest, demonstrate a sophisticated level of critical thinking, and be self-motivated learners and generators of scholarly material. Honors students must additionally demonstrate their ability to be effective writers, in order to enhance communication and prepare for college and careers.

Grade: 10
Credit: 1 unit weighted

U.S. History II 142

The content of this course will encompass the American experience from the 20th century on, and how different generations have met the challenges of urbanization, immigration, war and industrialization. This course will stress the following themes in chronological order: the United States becomes an industrialized society, attempts to deal with the consequences of industrialization and urbanization, issues of war and peace, changing patterns of immigration, the rise of suburbia, changing roles of workers, women, minorities, popular culture from the 1920's through the 1960's, changing interpretations of the U.S. Constitution, the presidency in American politics, and the U.S. role in a global community.

Grade: 11
Suggested prior courses: US History I
Credit: 1 unit

U.S. History II Honors 140

An enriched version of U.S. History II is available for qualified and motivated students. The objectives of this course focus on the analysis, synthesis, and evaluation of historical data. Students are expected to maintain a high level of academic interest, demonstrate a sophisticated level of critical thinking, and be self-motivated learners and generators of scholarly material. Honors students must additionally demonstrate their ability to be effective writers, in order to enhance communication and prepare for college level work. Students must be able to read at an advanced level.

Grade: 11
Credit: 1 unit weighted

AP Art History 785

The objective of this course is to provide a comprehensive survey of Western Art accompanied with a look at non Western Art. This course will offer an introduction to art appreciation, the history of art and the unique relationships that exist between man and art. Limited studio projects will complement the academic study of art. Written papers and readings are required as is participation in group critiques, museum visits and field trips.

Grade: 11, 12
Suggested prior courses: None
Credit: 1 unit weighted

AP U.S. History 145

As an Advanced Placement (AP) course that is equivalent to an entry-level college class, this course has the highest level of expectations with regard to the quality of performance and independent student work ethic. AP U.S. History follows the curriculum recommendations of the College Board. Students must take the AP U.S. History exam and score a 3 or better to receive AP credit for this course.

Grade: 11, 12
Credit: 1 unit weighted

AP European History 155

The Advanced Placement European History course is considered the equivalent of a full year, freshman college survey course in western civilization. The course is designed to prepare students for the AP European History exam in May. Students who pass the exam (3 or better out of 5) may earn college credits. In addition to providing a basic narrative of events and movements, the goals of the AP European History program are to develop: (a) an understanding of the principal themes in modern European history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and express historical understanding in writing. What sets this course apart from an honors course is extensive reading of college level texts, combined with a heavy emphasis upon analytical skills that include forming and substantiating various historical hypotheses. Major themes of the course include the basic chronology and major events and trends in European history from approximately 1350 to the present, as well as various interpretations of the European past. Significant emphasis is given to political and diplomatic history, intellectual and cultural history, and social and economic history. All students enrolled in AP European History will take the AP European History Exam in May.

Grade: 10, 11, 12
Credit: 1 unit weighted

AP US Government & Politics 165

This course is designed to provide students with an opportunity to develop an informed and critical knowledge of U.S. government and politics. Students will study in-depth general concepts, ideals and beliefs associated with the U.S. political system as well as case studies of how the system actually operates. Students must take the AP U.S. Government & Politics exam for which they may receive advanced credit or placement from institutions of higher education to which they have been accepted. Students must score a 3 or better on the AP U.S. Government & Politics exam to receive AP credit for this course; otherwise, honors credit will be awarded.

Grade: 11, 12
Credit: 1 unit weighted

Law and the Citizen 136

This course is designed to inform students about the U.S. judicial system. Students will understand the federal and state Constitutions and how the U.S. democracy works. A variety of life skills material will be stressed, including: handling personal financial responsibilities, effective participation in the political process, consumer rights and responsibilities, privacy law, understanding language and media, basic issues in civil and criminal law, family law, lawsuits and development of students' understanding of the voting process.

Grade: 11, 12
Credit: 1 unit

Foundations of Human Behavior 156

This course is based on the study of the relationships between the individual and the groups and institutions that shape society as well as the individual's understanding of themselves and others in modern society. The purpose of this course is to give students an introduction to the fields of sociology and psychology. Students will focus on the social structure, patterns of culture, social class, deviance, mass media, and social problems. In addition, students will study human behavior, such as personality traits, development of self-esteem, altered states of awareness, dreams, emotions, and other concepts.

Grade: 10, 11, 12
Credit: 1 unit

AP Psychology 160

The Advanced Placement Psychology course is considered the equivalent of a full year, freshman college course. It is designed to prepare students for the AP Psychology exam in May. Students who pass the exam (3 or better out of 5) may earn college credits. This is a rigorous course that will ask students to think critically about various topics in various fields of psychology. Students will present arguments and analysis in writing and through presentations. This is a full year elective course. All students enrolled in AP Psychology will take the AP Psychology exam in May.

Grade: 10, 11, 12
Credit: 1 unit weighted

AP African American Studies 161

AP African American Studies is an interdisciplinary course that draws from a variety of fields—history, literature, the arts, geography, science—to explore the vital contributions and experiences of African Americans, from ancient African societies to the present. As with all AP courses in the history and social sciences, students will apply analysis and research skills as they review primary sources and original artifacts.

Grade: 10,11,12

Credit: 1 unit weighted

AP Microeconomics 135 (will run 25-26)
AP Macroeconomics 170 (*will not run* 25-26)
The Advanced Placement Macroeconomics Economics course is considered the equivalent of a full year, freshman college course. It is designed to prepare students for the AP Economics exam in May. Students who pass the exam (3 or better out of 5) may earn college credits. The course will ask students to think critically about problems in economics, propose solutions to economic problems, and present these solutions clearly and persuasively in writing and through presentations. The microeconomics course will focus on the effect of individual decision-making in the area of economics and the role of government in the economic system. The macroeconomics course will focus on a global economics perspective. Each course is a full year elective course and will be offered every other year. All students enrolled in AP Economics will take the AP Economics exam in May. ***This course fulfills the state requirement for one unit of financial literacy education required for graduation.***

Grade: 10, 11, 12
Credit: 1 unit weighted

AP Human Geography 175
AP Human Geography is a multi-disciplinary course designed to prepare students for the rigors of a college level social sciences class. Students will focus on humanity's interaction with their environment, and how this interaction influences social development. The course content is as follows: Geography: its Nature and Perspective, Population and Development, Agriculture, Industrial Development, and Resource Use, Cities and Urban Land Use, Cultural Processes – Migration and Language, Cultural Processes – Religion, Folk, and Pop Culture, Ethnicity and Political Organization. The course culminates with the AP Human Geography exam offered in May. Many colleges provide students with college credit for a passing grade on this particular exam; for many universities this credit meets general education requirements. This class is ideal for anyone interested in international relations, business, civil engineering, language and cultural studies, sociology, anthropology, environmental science, and much more, and prepares students to meet the rigors of reading and writing about university level non-fiction texts.

Grade: 10, 11, 12

Credit: 1 unit weighted

Civics 146
This half-year (one semester) course is offered to ninth graders in conjunction with Research & Writing or Capstone Foundations; the purpose of the course is to build a solid Civics foundation for high school students. Students will study how government works at the federal, state, and local levels, as well as understand their responsibilities to society from a civics perspective.

Grade: 9
Credit: .5 unit

SPECIAL EDUCATION

The Special Education Department of Bergenfield High School provides programs for students that are designed to meet their individual needs. The student's program is developed at an Individual Education Program Meeting (IEP). The program that is designed at this meeting is based on the student's ability, performance and transition goals.

Depending on a student's ability level, there is a range of course options from the student attending all general education classes with a special education in-class or support class to the student taking all academic courses in special education replacement classes.

The courses offered by the Special Education Department change from year to year based on the needs of the students, core curriculum standards and graduation requirements.

CROSS DISCIPLINARY COURSES

Teacher Apprenticeship Program (T.A.P.) A006

T.A.P. is a course for seniors who are interested in exploring teaching as a career. A student considering a career as a counselor, social worker, child psychologist, nurse, etc. are also welcome to sign up. It is a two period elective that utilizes a hands-on approach to learning. For the first three weeks of school, students will explore the theory portion of the course: characteristics of a good teacher, positive feedback and motivational techniques, grade level characteristics, classroom management skills, and student-teacher relationships will be discussed. After the classroom aspect of the course, the student will spend two periods per day, five days a week, working first-hand with an elementary or middle school teacher as his/her cooperating teacher. Teacher apprentices are expected to carry out daily duties of a teacher, as directed by their cooperating teacher. Grading papers, checking homework, putting up bulletin board displays, proctoring tests, and providing one on one (or a small group) tutoring are all possible. A weekly journal and final project are required. Counts as career education credit.

Grade: 12
Requirement: 2.7 GPA, No major disciplinary infractions from grades 9-12,
intention to enter the field of education, signed contract required, and no criminal record.
Credit: 2 units

Satellite School 686 - 699

The satellite program is a shared-time program between Bergenfield High School and Bergen County Technical Education Center in Paramus. For one half of the school day, students attend their home school for academic instruction, for the remainder of the day, the students prepare for vocational and technical careers at the technical education center.

Grade: 12
Suggested prior courses: Acceptance by Bergen Technical Education Center in Paramus
Credit: 4 units

Community Service

Students will be recognized for their service to the community based upon hours of supervised service. Students can obtain up to 1 credit per school year for community service. However, prior to obtaining this credit the service must be approved by their guidance counselor and onsite supervisor. Each student must complete and return the school/community service student log sheet to their guidance counselor for consideration of elective credit. Once granted, credit is placed on the student's high school transcript: every 30-service hours will earn .25 elective credit to a maximum 1 elective credit per school year. Students' total credits will be calculated and given at the end of the school year. Please see your guidance counselor or go onto Bergenfield.org website for more detail