Tenafly High School

PROGRAM OF STUDIES

2026-2027

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TENAFLY HIGH SCHOOL

…at the Forefront of Education

Our Philosophy

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

Our School

Tenafly High School (THS) is recognized as the top open-enrollment public high school in Bergen County and is consistently ranked among the leading secondary schools in New Jersey and the nation. More than 90% of graduates attend four-year colleges, and students regularly achieve strong SAT results. THS offers more than 20 Advanced Placement courses, a wide range of academic electives and a Performing Arts Endorsement Program that fosters excellence in music and theater. Each student is supported by a dedicated School Counselor throughout all four years of high school, ensuring individualized academic and postsecondary guidance.

Beyond the classroom, THS students are actively engaged in athletics, music, clubs, and community service. Guided by a commitment to academic excellence and personal growth, Tenafly High School provides a safe, supportive environment that fosters self-discipline, responsibility, self-expression, and critical thinking—preparing students to contribute positively to their communities.

Our Program

A four-year program, which includes the required courses in English; social studies; mathematics, science, world language; visual and performing arts; career readiness or career-technical education; financial, economic, business and entrepreneurial literacy; physical education, family life, and driver education; and technological literacy provides each student with an essential educational base.

Students considering Honors or Advanced Placement courses are encouraged to enroll in no more than four such courses at one time. Families should carefully consider the academic demands of these courses and strive to maintain a healthy balance between coursework, extracurricular involvement, and personal well-being. Course selections should be made collaboratively with counselors, teachers, and administrators to ensure realistic expectations and student success.

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

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Student Support Services

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

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

Academic Counseling

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

Social-Emotional Support

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

Career and College Counseling

In addition to the four-year journey outlined above, our students have access to a variety of resources to help them understand and make appropriate decisions about their future. Meetings with the School Counselors are necessary to educate the students/families on post-secondary options and career development. All students have access to Scoir, a student planning platform, where students/families can gain information pertaining to colleges, careers and interest inventories. Throughout the school year, the School Counseling Department hosts a plethora of night events focused on these very topics; presentations, webinars and panels are all implemented to help guide our students through these very complex conversations.

Graduation Course Requirements

Courses	Credits	Years
English	20	4
World History (Grades 9 – 10)	10	2
US History (Grades 11 – 12)	10	2
Mathematics*	15	3
Science**	15	3
World Language	10	2
Visual and Performing Arts	5	1
Career Readiness or Career-Technical Education	5	1
Financial Economic Business and Entrepreneurial Literacy	2.5	0.5
Physical Education	12	4
Family Life, Driver Education	4	
Technological Literacy and Career Exploration	Integrated throughout curriculum	

*Mathematics-15 credits including Algebra 1 and Geometry or the content equivalent and a third year that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st Century careers.

**Science - at least 15 credits in evidence-based science courses that develop proficiency with the full range of grade nine through 12 NJSLS for science, which shall include the disciplines of physical science; life science; earth and space sciences; and engineering, technology, and applications of science

High School Graduation Assessment Requirements

Class of 2027

Updated August 2026

On August 5, 2026, the New Jersey State Board of Education approved the proficiency level cut score for the ELA and mathematics components of the NJGPA-A. The cut scores for the menu of alternative assessments will remain the same as they were for the classes of 2024-2026. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

English Language Arts and Literacy (ELA)

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

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

Mathematics

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

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

Information for Students with Disabilities

Under the Individuals with Disability Education Act (IDEA), all students with disabilities must be included in all general state and district-wide assessments. IEPs of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway. Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs. It is the responsibility of the student's IEP team to ensure that the IEP is implemented as written, including components addressing state graduation assessment requirements.

IEP teams should reserve the exemption of the statewide assessment graduation requirement for students with significant intellectual disabilities and for students with disabilities who have made repeated unsuccessful attempts to meet statewide assessment requirements through New Jersey Graduation Proficiency Assessment, a substitute competency test, or a student portfolio appeal. Districts are encouraged to begin convening meetings of the student's IEP team when the student is in grade 9, or as early as possible. The IEP team includes the student, and the student's parent(s)/guardian(s) to discuss the student's specific graduation requirements.

First Pathway

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

First Pathway—NJGPA-A

ELA	Mathematics
New Jersey Graduation Proficiency Assessment-Adaptive ≥ 450 (Graduation Ready)	**New Jersey Graduation Proficiency Assessment-Adaptive** ≥ 450 (Graduation Ready)

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

Important Notes:

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

Second Pathway- Menu of Substitutes Competency Tests

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

ELA	Mathematics
One of the following: ● ACT Reading ≥ 17 ● Accuplacer WritePlacer ≥ 5 ● Accuplacer Writeplacer English Second Language ≥ 4 ● PSAT 10 Evidence Based Reading and Writing (EBRW) ≥ 420 ● PSAT10 Reading ≥ 21 ● PSAT/NMSQT ≥ 420 ● PSAT/NMSQT ≥ 21 ● SAT EBRW ≥ 450 ● SAT Reading ≥ 23	One of the following: ● ACT Math ≥ 17 ● Accuplacer Elementary Algebra ≥ 49 ● Accuplacer Next-Generation QAS ≥ 250 ● PSAT10 or PSAT/NMSQT Math Section ≥ 420 ● PSAT10 Math or PSAT/NMSQT Math ≥ 21 ● SAT Math Section ≥ 440 ● SAT Math Test ≥ 22

Third Pathway

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

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

Third Pathway—Portfolio Appeals

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

New Jersey Financial Aid Application Graduation Requirement

Under P.L.2023, c.295, to receive a high school diploma, a student in the graduating classes of 2025, 2026, or 2027 must:

- Complete the Free Application for Federal Student Aid (FAFSA) or the New Jersey Alternative Financial Aid Application, or
- Be exempted from the requirement in accordance with procedures outlined in the law.

If the student is under 18 years of age, the student's school counselor may authorize a waiver if one cannot be reasonably obtained from the student's parent or guardian.

Endorsements

STEM Endorsement

Students who choose to engage the THS STEM Endorsement will develop skills in the areas of science, technology, mathematics, and engineering to apply their learning in the context of real-world challenges. Students will investigate critical local and global issues and create innovative solutions.

THS STEM courses are designed on the following five pillars: critical thinking, experiential learning, collaboration, interdisciplinary connections, and communication.

To earn the THS STEM Endorsement, students are required to meet each of the following three criteria:

- Complete course work towards the fulfillment of New Jersey Department of Education & Tenafly High School Graduation Requirements by taking 3 courses in Mathematics, 3 lab courses in Science, and 1 STEM-approved Career Readiness or Career-Technical Education
- Complete an additional 4 STEM-approved courses beyond the above minimum required 7 courses (all courses offered in the Mathematics and Science Program of Studies are STEM-approved; STEM-approved courses from other departments are indicated as such in our Program of Studies)
- Complete course work in 4 of the 11 minimum required STEM-approved courses on the Honors or AP Levels

To receive a THS STEM Endorsement, all required coursework must be completed at Tenafly High School.
The THS STEM Endorsement is awarded to students upon the successful completion of their Senior Year.

Performing Arts Endorsement

Students who choose to engage the THS Performing Arts Endorsement will develop a deep appreciation of and skills in the areas of music and theater. The skills and qualities that will be cultivated in the THS Performing Arts Academy will be applicable to the students' future pursuits, whether those pursuits continue to be in the arts or in another field of career and study.

Leadership, collaboration, creativity, self-confidence, and a commitment to continually reflect on and improve oneself are just some of the skills and qualities which are transferable to any field. Multiple studies have demonstrated a direct correlation between study in the performing arts and academic achievement. To earn the *THS Performing Arts Academy Endorsement*, students are required to meet each of the following three criteria:

Minimum of four performing ensemble course(s) (band, choir, orchestra, or any combination thereof) with a minimum of three courses being attained in the following:

- Advanced Band 1 – 4
- Honors Band 3 & 4
- Advanced Orchestra 1 - 4
- Honors Orchestra 3 & 4
- Advanced Choir 1 - 4
- Honors Choir 3 & 4
- AP Music Theory

Minimum of two courses, in addition to the above criteria, must be attained in the following:

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

Credits

A student must earn a total of 120 credits to graduate from Tenafly High School. In order to progress to the next grade level, students should have the following number of credits at the end of each year. Students who do not have the correct number of credits will be retained at their current grade level.

9th Grade	30 Credits
10th Grade	60 Credits
11th Grade	90 Credits

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

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

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

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

All full-year courses may include an end-of-course cumulative assessment; some may include a mid course assessment. Senior students may be granted exemption from the end-of-course cumulative assessment based on maintaining an A-grade average by the last school day in May.

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

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

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

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

Grading and Assessment

In addition to having ongoing access to the Genesis Gradebook throughout the year, students will receive one formal progress report each marking period. Please note that Marking Period 1 and Marking Period 3 grades are progress grades for the semester and do not factor into the final course grade. **Marking Period 2 continues the grades from Marking Period 1, while Marking Period 4 continues the work and grades from Marking Period 3.** Grades from the first marking period of each semester carry forward into the second marking period of that semester. Only the Semester 1 grade, Semester 2 grade and Final Exam contribute to the overall final course grade (see below).

A grade for the final cumulative assessment in full-year courses and a final grade for all courses will also be reported. Only the final grade for each course will be reported on the student's transcript. All students must take the end-of-course assessments.

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

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

- S1 = 45% of full-year grade ♦ S2 = 45% of full-year grade
- Final Assessment = 10% of full year grade
- **<u>Senior Exemptions:</u>** Seniors who have a Semester 2 grade of A- or better by the last school day of May in full year courses may, **at the teacher's discretion**, be exempted from taking the June end-of-course assessment. To be eligible for this exemption students must also have returned their textbook and any other school-issued materials for that course, or have paid for any lost or damaged materials, by the first final exam review day, Thursday, June 8, 2026. Additionally, students will not be eligible for this exemption if they have been denied credit for exceeding the maximum absence limit or have had their IDT privilege revoked at any time during the current school year. The Vice Principal reserves the right to make the final determination regarding a student's exemption eligibility and/or status.
    - If a senior student is exempt from the June end-of-course assessment, then the final grade will be calculated as follows:
    - Final Grade for full year course = S1 (50%) + S2 (50%)
- S1 may include a mid-year assessment (test, project, portfolio, etc.), which will be less than or equal to 10% of S1 average
- Credit is awarded upon successful completion of the course work
- Supervisors and teachers reserve the right to administer approved cumulative projects, portfolios, or other forms of assessment in place of traditional "final exams." Cumulative projects, portfolios, or other forms of assessments equal 10% of the end-of-course grade.
- Students who miss an end-of-course assessment due to extenuating circumstances will have their situation reviewed by the Vice Principal. Only under unavoidable circumstances, a make-up end-of-the-course assessment will be approved.
- For assessment integrity, alternative dates will generally not be approved before the scheduled date of the assessment. If an earlier administration is approved, the assessment will be in a different form than the assessment administered on the scheduled date.

After an end-of-course assessment makeup exam is approved, the student must make arrangements with the

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

Grade Point Average Chart

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

*Adv level are not applicable to Class of 2029 and below

** CPB level not applicable to Class of 2028 and below

Incompletes

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

Class Rank

Tenafly High School does not rank its students. However, a Valedictorian and Salutatorian are named for each senior class at the end of the 7th semester. All courses at THS are used in computing GPAs. College courses or special programs taken during the year cannot be used for credit toward high school graduation nor noted on the transcript.

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

Academic Requirements for College Entrance

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

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

Academic Honors

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

Forwarding Senior Year Grades to the Colleges

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

- <u>During the Fall</u>: Up until the end of the first marking period, a copy of the student's course of study will be provided to the college. As Marking Period 1 report cards are issued, students may request that their grades be sent to college(s) or they can send them directly to their applied schools.
- <u>End of Semester 1</u>: Mid-year transcript will be forwarded.
- <u>During the Spring</u>: Interim grades will be forwarded if requested by the college. <u>At the End of the School Year</u>: Final transcripts will be forwarded.

Permanent Records and Transfer of Credits

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

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

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

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

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

Courses Taken Outside of Tenafly High School Program

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

Please note: non-weighted credit will be awarded for all such courses and will not be included in the student's GPA. Grades for approved learning opportunities/courses will be reflected on the student's transcript with the designation of "P" (Pass), "F" (Fail). Students may only take one new, original credit course or two remedial courses.

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

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

1. The student should first meet with their School Counselor. The School Counselor will work with the student and their parent/guardian to review the student's transcript and clarify the intent of the request. The School Counselor will also clarify how the request supports the student's 4-year plan and their post-secondary goals.

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

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

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

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

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

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

8. Any student failing to obtain prior approval, in accordance with the procedures set forth above, shall not be eligible to receive credit for completion of a learning opportunity or course taken outside of THS, even if that learning opportunity or course meets or exceeds the Core Curriculum Content Standards.

9. Parents/Guardians are responsible for all tuition, cost, fees and transportation associated with the approved student learning opportunities and courses outside of the THS Program of Studies.

*Note: Please see Math Section for additional detail.

Special Education

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

Course Recommendations

Teachers will make course placement recommendations for each of their students for the following school year. Prior to entering recommendations into Genesis, teachers will inform all students of placement recommendations. If a student has not earned the guideline grade for a recommendation, a teacher may still recommend the student for the higher-level course if, in the teacher's professional opinion, the student shows promise for success in the higher-level course. These students do not have to submit a formal appeal.

Students who wish to take a higher-level course which differs from the one that his/her teacher indicated, they are recommended for should schedule an appointment with their teacher to discuss the desired course placement.

The above process affords teachers the opportunity to consider individual situations prior to inputting recommendations into Genesis.

Course Levels

Tenafly High School offers several levels of instruction designed to meet the needs and interests of each student. Advanced, honors, and AP level courses are designed for students with the interest, ability and commitment necessary to meet rigorous expectations. The complexity and sophistication of content, analysis of sources, independent mastery of reading assignments and written work, overall workload and expected levels of motivation, independence and maturity, **all increase incrementally.**

College Prep B (CPB)	College prep courses with academic demand and emphasis on content-based skills. **Only offered in grade 12.**
College Prep (CP)	CP courses are designed to prepare students with academic skills and habits necessary for success at the next level.
Advanced	These courses delve deeper into the subject matter, exploring additional topics or more complex concepts beyond the CP level. **No longer offered starting 26-27**
Honors	These courses delve deeper into the subject matter, exploring additional topics or more complex concepts beyond the CP and Advanced levels.
Advanced Placement (AP)	AP courses follow the guidelines set by the College Board and prepares students for the corresponding AP exams. AP courses cover extensive content and require students to demonstrate not only in-depth understanding but also the ability to synthesize information, apply critical thinking skills, and analyze complex concepts. Successful completion of an AP course and a passing score on the AP exam may earn students college credit or advanced placement in college courses. These courses often require substantial independent study and preparation for the rigorous exam format. Students enrolled in an Advanced course are required to take the Advanced Placement examination in May.

Advanced Placement

Students scheduled for Advanced Placement (AP) courses are required to sit for the AP examinations in the month of May. Students must register and pay for these exams through Total Registration and register for the exams directly in College Board's MyAP portal.

Exam Only - Students, in some cases, are able to take Exam Only and register for an exam for a class they are not enrolled in. AP courses are highly rigorous and prepare the students immensely for these exams; preparing for these exams are best done in the classrooms at THS. Please keep the following in mind when thinking about requesting Exam Only: 1) the course in which the student is requesting to take the exam must be offered to that student's particular grade level (i.e. a 10th grader cannot register for the AP Chemistry Exam Only as this class is only open to 11th-12th graders) 2) 9th graders are ineligible for any AP course or exam 3) this option will not be indicated on a THS transcript nor will a student receive high school credit for this exam 4) with the exception of world language exams, the Exam Only option is only available for courses, which align with our school's curriculum.

English Department

The Curriculum

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

<table>
<tr><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td rowspan="2">World Literature I
CP</td><td>World Literature II CP</td><td rowspan="2">American
Literature CP</td><td>Senior English CPB</td></tr>
<tr><td>World
Literature II
Honors</td><td>Senior English CP:
● Psych and Literature
● Dystopian Literature
● Topics in Literature Today</td></tr>
<tr><td>World
Literature I
Honors</td><td>Humanities
Honors*
*Must be taken along with Western Civilization Humanities Honors</td><td>AP English Language &
Composition</td><td>AP English Literature &
Composition</td></tr>
</table>

ELECTIVES

AP Seminar

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

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

Yearbook	
Yearbook CP	Yearbook Honors II

Course Offerings

Ninth Grade

World Literature I CP (102)

Grade 9 5 Credits
Prerequisite: N/A

Freshmen will explore excerpts from world mythology, poetry, *Romeo and Juliet*, nonfiction, and a sampling of literature related to or originating from African, Asian, and Middle Eastern cultures. This provides students with the chance to interact with a variety of cultures and viewpoints through different literary genres. The course places a strong emphasis on incorporating global themes and exploring perspectives from diverse international authors Students practice drawing evidence from diverse texts and practice varied forms of writing. Independent reading is an ongoing activity throughout the course. Collaborative work, research, and oral presentations are part of the course's demands.

World Literature I Honors (103)

Grade 9 5 Credits
Prerequisite: Teacher Recommendation
Language Arts 8 A- or above

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

Tenth Grade

World Literature II CP (122)

Grade 10 5 Credits

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

World Literature II Honors (123)

Grade 10 5 Credits
Prerequisite: Teacher recommendation **AND** first semester grades of at least B+ in World Literature I Honors or an A in World Literature I CP

World Literature II Honors is a rigorous and demanding course that focuses on the great masterpieces of Western civilization. Emphasis is on the development of critical questioning and logical thinking both in speaking and writing, and

in the connections between literature and the people who created it. Students who may be interested in taking Advanced Placement English Language and Composition in their junior year, and who do not take Humanities in their sophomore year, should take this course rather than World Literature II CP. While there is an emphasis on writing, vocabulary growth, listening and speaking skills, and grammar, the expectations for written work and independent reading are greater in the World Literature II Honors level course. A more in-depth research paper is required of honors level students.

Humanities Honors (126)

Grade 10 5 Credits

Prerequisite: A in World Literature I CP or B+ World Literature I Honors AND department recommendation

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

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

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

Eleventh Grade

American Literature CP (132)

Grade 11 5 Credits

Prerequisite: World Literature II CP

Selections of classic American literature from the colonial period to the present are the emphasis in the first half of this course. Authors such as Irving, Poe, Thoreau, Emerson, Hawthorne, Melville, Dickinson, Twain and Miller are typically included. In the second half of the school year, dramas by such playwrights as Williams and Wilder, and poetry from such poets as Whitman, Robinson, Sandburg, and Frost are typically taught in addition to fiction by such authors as Wharton, Hemingway, Fitzgerald, Salinger, and Morrison. Vocabulary building, composition, and research skills continue to be emphasized. Students will complete a short research assignment.

Advanced Placement English Language and Composition (139)

Grade 11 5 Credits

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

The college-level material taught in this course will prepare students for the Advanced Placement English Language and Composition examination given by the College Board.

In concurrence with the nationwide Advanced Placement English Language and Composition curriculum, this course provides experiences designed to heighten students' skills as readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Frequent writing assignments, some impromptu, will aid the students' verbal growth. Both writing and reading assignments emphasize the ways in which authors make choices depending on audience, purpose, context, and subject. In addition, much of the course focuses on the same authors as in American Literature, but will include longer works by these authors, more rigorous written assignments, and a greater focus on authors' writing styles.

Twelfth Grade

Senior English CPB (141)

Grade 12 5 Credits

Prerequisite: Department recommendation

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

Senior English CP – Psychology and Literature (142)

Grade 12 5 Credits

Prerequisite: American Literature CP

Great literature is often concerned with psychological themes and often provides an avenue of self discovery. Some of the general issues explored through literature in this course include questions of identity and self-image, the role of the unconscious, and the nature of various problems of adjustment ranging from alienation to madness. In addition, there will be discussions of such theorists as Gilligan, J. Pipher, Freud, Erikson, and Skinner. Among the authors who may be studied are Sophocles, Ovid, Rousseau, Melville, Chekhov, Kesey, Shakespeare, Masters, Morrison, and Plath. Additionally, seniors continue to build on their reading, grammar, writing, and vocabulary skills, and will write in a variety of forms, including the completion of a research project.

Senior English CP – Dystopian Literature (143)

Grade 12 5 Credits

Prerequisite: American Literature CP

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

Senior English CP – Topics in Literature Today (148)

Grade 12 5 Credits

Prerequisite: American Literature CP

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

Advanced Placement English Literature And Composition (149)

Grade 12 5 Credits

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

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

Students will be required to write an extensive term paper on an author of recognized literary merit. Students enrolled in Advanced Placement English Literature and Composition are required to take the Advanced Placement examination in May of their senior year.

ELA Electives

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

Creative Writing CP (150)**fulfills Career Readiness requirement*

Grades 9-12 5 Credits

Prerequisite: None

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

Creative Writing Honors II/III/IV (151/152/153)

Grades 10-12 5 Credits

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

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

Journalism I CP (154) **fulfills Career Readiness requirement*

Grades 9-12 5 credits

Prerequisite: None

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

Journalism Honors II/III/IV (155, 156, 157)

(Dual Enrollment)

Grades 10-12 5 credits

Prerequisite: Journalism CP with a grade of "B" or better

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

Yearbook CP (192) **fulfills Career Readiness requirement*

Grades 9-12 5 Credits

Prerequisite: None

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

Yearbook Honors II (193)

Grades 10-12 5 Credits

Prerequisite: Yearbook CP with a grade of B or better

Students in the honors section of Yearbook will continue the real world experience of publishing the *Tenakin* by participating in a more prominent role on the staff and working more independently on the development of the book. Students who have successfully completed Yearbook CP have the opportunity to apply for leadership positions on the Yearbook team.

AP Capstone

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

AP Seminar (160)

Grade 10-12 5 Credits

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

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

Multilingual Learners (ML)

The Curriculum

Tenafly High School offers a high intensity ESL program in which students have two instructional periods per day to focus on improving their proficiency in English. In addition to courses that focus on the English language, the ESL program offers in-class support designed to support students in acquiring content information. The purpose of the ESL program is to prepare students to be successful in the school's mainstream curriculum. Placement in ML courses is based upon WIDA and local guidelines.

Multilingual Learners (ML) 1 CP (185)

Grades 9-12 5 Credits

Prerequisite: Department recommendation

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

Multilingual Learners (ML) 2 CP (186)

Grades 9-12 5 Credits

Prerequisite: Department recommendation

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

Multilingual Learners (ML) 3 CP (187)

Grades 9-12 5 Credits

Prerequisite: Department recommendation

This advanced class provides an opportunity for further proficiency in all areas of English. Students are given opportunities to learn English in context, and to apply their linguistic knowledge to authentic academic tasks. Special emphasis is placed on developing the ability to synthesize and analyze information. Students will be prepared to succeed in mainstream classes.

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

Language Arts 1 CP (167)

Grades 9-12 5 Credits

Prerequisite: Department recommendation

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

Language Arts 2 CP (168)

Grades 9-12 5 Credits

Prerequisite: Department recommendation

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

Language Arts 3 CP (169)

Grades 9-12 5 Credits

Prerequisite: Department recommendation

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

Social Studies Department

Tenafly High School's Social Studies department is rooted in cultivating well-rounded, responsible citizens prepared for active participation in a democratic society within an increasingly interconnected global landscape. The curriculum emphasizes the acquisition of knowledge, understandings, dispositions, and perspectives essential for navigating the complexities of human society. By fostering a cohesive sense of history and its relationships, social studies courses enable students to think meaningfully about society across historical, contemporary, and potential future contexts. The department's approach begins in the ninth grade with a focus on African and Asian Cultures and Civilizations in world history, followed by a deeper exploration of European history in the tenth grade. The eleventh grade focuses on American History from colonization until Imperialism or Advanced Placement United States History, with twelfth graders delving into American History from World War I until the present. All students are required to complete four years of social studies, ensuring a robust foundation in history and civic understanding and mastery in research, analytical writing and digital media literacy skills.

In addition to fostering a comprehensive understanding of societal dynamics, the Tenafly High School Social Studies department is dedicated to equipping students with essential skills for critical thinking and effective communication. A significant emphasis is placed on cultivating strong research skills, enabling students to navigate a vast array of information and sources. Historical writing skills are honed, empowering students to articulate their insights coherently and persuasively. The curriculum also prioritizes source analysis, teaching students to assess the reliability, bias, and context of historical documents. Recognizing the significance of digital media in contemporary society, the department places a strong focus on digital media literacy, ensuring that students can navigate, evaluate, and ethically engage with information online. This comprehensive approach ensures a well-rounded education that prepares students for informed and engaged citizenship.

<table>
<tr><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td>African and Asian Civilization & Culture CP</td><td rowspan="2">European History CP</td><td>American Experience I CP</td><td>American Experience II CPB</td></tr>
<tr><td rowspan="3">African and Asian Civilization
&
Culture Honors</td><td>AP African American Studies</td><td>American Experience II CP</td></tr>
<tr><td>European History Honors</td><td>AP US History I</td><td>AP US History II</td></tr>
<tr><td>Western Civilization Humanities Honors*
*Must be taken along with English Humanities Honors</td><td>AP US History</td><td>American Experience Honors

AP United States Government & Politics

AP African American Studies</td></tr>
</table>

Electives

Grade 9			
Contemporary Issues & Leadership CP			
Grades 10-12			
Human Behavior CP (Full year) **NEW**	Anthropology CP (semester)	Child Psychology II H Capstone	Cont. Issues & Leadership II Honors

Electives

Grades 11 – 12			
AP Research	AP United States Government & Politics	AP African American Studies	AP Psychology

US Cultures Sequence (For ML Students) Grades 9 – 12		
US History & Culture CP Beginning	US History & Culture CP Intermediate	US History & Culture CP Proficient

Social Studies Course Descriptions

Ninth Grade

African and Asian Civilizations & Cultures CP (202)

Grade 9 5 Credits

Prerequisite: None

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

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

African And Asian Civilizations & Cultures Honors (200)

Grade 9 5 Credits

Prerequisite: A or better in the first semester of 8th grade social studies with a test/quiz average of an A- or higher and recommendation from the teacher.

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

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

Tenth Grade

European History CP (222)

Grade 10 5 Credits

Prerequisite: None

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

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

European History Honors (223)

Grade 10 5 Credits

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

This rigorous, honors-level course surveys European history from the Renaissance to modern Western civilization. Students explore pivotal events such as the Reformation, absolutism, the Enlightenment, revolutions, industrialization, and the World Wars. Emphasizing independent learning, the course incorporates student-directed activities that encourage critical thinking and analysis. Through engagement with primary sources, students draw connections between historical events and contemporary issues, developing a comprehensive understanding of Europe's influence

on modern Western civilization. This course demands a high level of independence and a commitment to academic rigor.

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

Western Civilization Humanities Honors (226)

Grade 10 5 Credits

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

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

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

Students are strongly encouraged to take the AP Modern World History exam. Taking this AP test and maintaining an A- for the second semester will exempt students from their final exam.

Eleventh Grade

American Experience I CP (232)

Grade 11 5 Credits

Prerequisite: None

American Experience I invites students on an engaging exploration of the nation's beginnings through the early 20th century, with a focus on the big ideas that have shaped the American experience. Students will investigate the enduring themes, debates and dilemmas that define U.S. history like democracy and power, freedom and inequality, innovation and expansion and the changing relationship between people and government. Through inquiry-driven units, students will examine how diverse groups experienced and influenced major events from the Constitutional era through westward expansion, the Civil War and Reconstruction, industrialization and the emergence of the United States on the world stage. Emphasis is placed on understanding why these moments mattered, how they connect across time, and how they continue to influence society today.

Advanced Placement US History I (234)

Grade 11 5 Credits

Prerequisite: Teacher recommendation **AND** first semester grades of at least B- in Western Civilization Humanities Honors, B+ in European History Advanced or A- in European History CP.

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

The accelerated pace of the course requires that students be accountable for a significant amount of the course content through independent learning. **This is the first class of a two-course sequence**. Students are not to take the AP exam in May while taking this class, but will take a teacher-created final exam. Moving on to AP US History II, is contingent on student performance and teacher recommendation. Students are to take the AP exam in May while taking AP US History II.

Advanced Placement US History (236)

Grade 11 5 Credits

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

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

The accelerated pace of the course requires that students be accountable for a significant amount of the course content through independent learning. The score earned on this exam must be reported to the school. Students who successfully pass the examination are exempted from a year of American History or given advanced standing by most colleges. Students enrolled in A.P U.S History will be required to take The American Experience Honors, AP United States Government Politics **OR** AP African American Studies in their senior year.

Advanced Placement African American Studies (270)

Fulfills year 1 of the US History requirement

Grades 11-12 5 Credits

Prerequisite: Completion of APUSH (1-year course) **OR** a teacher recommendation and B- or higher from Your previous years honors social studies class, a B+ or higher from your previous years advanced Social studies course or an A- from your previous year's CP social studies class.

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. The course framework is organized by four thematic units that follow a chronological flow across the course. Throughout each unit, students build interdisciplinary analytical skills through deep encounters with a wide range of texts and sources.

Unit 1: Origins of the African Diaspora (~900 BCE–16th century)
Unit 2: Freedom, Enslavement, and Resistance (16th century–1865)
Unit 3: The Practice of Freedom (1865–1940s)
Unit 4: Movements and Debates (1940s–2000s)

Twelfth Grade

American Experience II CP (242)

Grade 12 5 Credits

Prerequisite: US History 1

American Experience II continues the exploration of the American story from the early 20th century to the present, emphasizing the big ideas, pivotal choices and enduring tensions that have shaped modern America. Students will investigate themes such as the expanding role of government, the ongoing struggle for civil rights and equality, America's evolving position in a globalized world and the impact of technological and cultural change on daily life. Students will examine how diverse communities experienced and influenced major developments including the World Wars, the Great Depression, the Cold War, postwar prosperity, social movements and contemporary political, economic and social challenges. The focus remains on understanding why these moments mattered, how historic patterns repeat or evolve and how the past informs the complex issues facing the United States today.

American Experience II CPB (241)

Grade 12 5 Credits

Prerequisite: US History 1 and department recommendation

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

AP US History II (243)

Grade 12 5 Credits

Prerequisite: Teacher recommendation **AND** first semester grade of at least B- in AP US History I **OR** B- in AP African American Studies

You are not eligible for this course if you took US History 1 CP/CPB

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

The accelerated pace of the course requires that students be accountable for a significant amount of the course content through independent learning. The score earned on this exam must be reported to the school. Students who successfully pass the examination are exempted from a year of American History or given advanced standing by most colleges.

American Experience Honors (245)

Grade 12 5 Credits

Prerequisite: Completion of Advanced Placement US History

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

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

Social Studies for Multilingual Learners (ML) Students

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

US History & Culture 1 - Beginning CP (273) *Offered in 2026-27

This course fulfills US 1 History graduation requirement

Grades 9-12 5 Credits

Prerequisite: Department recommendation

This course is designed to meet the needs of newly arrived limited English proficient students. Introduction to US Culture 1 includes U.S. history from the original settlement by Native Americans to 1900.

In the fall semester students examine chronologically major historical events and leading personalities. They explore US cultural patterns involving laws and traditions as well as political, economic, and social structures. The pre-Columbus

period to the post-American Revolutionary War period are included. Course work parallels US History 1.

In the spring semester focus will be on the period from the founding of the Republic to Industrialization.

US History & Culture 1 - Intermediate CP (274) *Offered in 2026-27
This course fulfills US 1 History graduation requirement
Grades 9-12 5 Credits
Prerequisite: Department recommendation

This course is designed for limited English proficient students whose skills are beyond the beginning level but who are not yet ready for the demands of the proficient program in US Culture. The fall semester course work parallels that of US History 1 and emphasizes the same content priorities. The spring semester does the same. During the entire school year social studies skills and English language vocabulary are stressed to help students succeed in a non-ELL social studies classroom.

US History & Culture 1 - Proficient CP (275) *Offered in 2026-27
This course fulfills US 1 History graduation requirement
Grade 9-12 5 Credits
Prerequisite: Department recommendation

This course is for limited English proficient students whose skills are advanced beyond the intermediate level but who are not yet ready for the regular social studies curriculum. In the fall semester emphasis is on the study of US history from the pre-Columbus period to post American Revolutionary War period. Course work parallels that of US History 1. In the spring semester students will focus on important social, political and economic issues from the Constitution to the Post Civil War era.

US History & Culture 2 - Beginning CP (287) *Not offered in 2026-27
This course fulfills US 2 History graduation requirement
Grade 9-12 5 Credits
Prerequisite: Department recommendation

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

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

US History & Culture 2 - Intermediate CP (288) *Not offered in 2026-27
This course fulfills US 2 History graduation requirement
Grade 9-12 5 Credits
Prerequisite: Department recommendation

This course is designed for English Language Learners whose skills are beyond the beginning level but who are not yet

ready for the demands of the proficient program in US Culture.

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

US History & Culture 2 – Proficient CP (289) *Not offered in 2026-27
This course fulfills US 2 History graduation requirement
Grade 9-12 5 Credits
Prerequisite: Department recommendation

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

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

Social Studies Electives

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

Contemporary Issues & Leadership I CP (252) **limited sections available *fulfills Career Readiness requirement*
Grades 9-12 5 Credits/Full Year
Prerequisite: None

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

Contemporary Issues & Leadership II Honors (253) **limited sections available*
Grades 10-12 5 Credits/Full Year
Prerequisite: Teacher Recommendation **and** Grade of B or better in Contemporary Issues and Leadership CP

The content and learning experiences of this full year elective mirror those of Contemporary Issues and Leadership CP. Building upon their experience in the previous Contemporary Issues and Leadership course, students enrolled in

Contemporary Issues and Leadership Honors II Honors will be required to demonstrate a more sophisticated level of knowledge, analysis, and research skills in the course's examination of contemporary issues. Likewise, within the civic engagement and leadership component of the course, Contemporary Issues and Leadership Honors II Honors students will be expected to demonstrate a deeper understanding of the nature of leadership and utilize that understanding to assume leadership roles during those learning experiences.

Anthropology CP (258)

**limited sections available *fulfills half of Career Readiness requirement*

Recommended companion course: Personal Finance or Intro to Business CP

Grades 10-12 2.5 credits

Prerequisite: None

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

Human Behavior CP (747) **NEW IN 2026-27**

*limited sections available *fulfills *Career Readiness* requirement

Grades 10-12 5 Credits

Prerequisite: None

Human Behavior is a full-year course that integrates foundational concepts from both psychology and sociology to explore why people think, feel and act the way they do, both as individuals and as members of larger social systems. Students will examine human development, cognition, personality, motivation and emotion while also analyzing the social forces, cultural norms and group dynamics that shape human behavior. Students will engage with real-world case studies and current research to develop their ability to think critically about human behavior. Topics of interest to adolescents—such as relationships, stereotypes, mental health, social media, stress, inequality and decision-making—are woven throughout the curriculum.

Child Psychology II Capstone Honors (749)

Grades 10-12 5 credits

Prerequisite: Child Psychology I

This course further studies the growth, development and behavior of children. Students will study theories and examine research related to children's physical, intellectual, social, and emotional development. Emphasis will be placed on the changing concepts of childhood and the contemporary practical concerns of parents and educators. This course provides an extensive analysis of theories, career readiness practices, and rigorous content aligned with challenging academic standards that encompass the field of child development and psychology and is intended for students who plan to further their studies in the area of child development and psychology.

Students in this course have the opportunity to interact with the students in our Pre-K Tiger Tots program. During the second semester, students may participate in a weekly elementary school internship where they have the opportunity for hands-on application and experiences.

Advanced Placement Psychology (259)
**limited sections available*

Grades 11-12	5 Credits
Prerequisite:	Although the department does not set prerequisites for students choosing this advanced level course, it is recommended that students have first semester grades of at least B in current year's Honors or Advanced Social Studies, Science or English course, or an A in current year's Social Studies, Science or English CP level course.

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

Advanced Placement United States Government and Politics (269) **fulfills Career Readiness requirement*

Grades	11-12
Prerequisite	Completion of APUSH (1-year course) **OR** a teacher recommendation and B- or higher from your previous years honors social studies class, a B+ or higher from your previous years advanced social studies course or an A- from your previous years CP social studies class.

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

Advanced Placement African American Studies (270)
Fulfills year 1 of the US History requirement

Grades 11-12	5 Credits
Prerequisite:	Completion of APUSH (1-year course) **OR** a teacher recommendation and B- or higher from your previous years honors social studies class, a B+ or higher from your previous years advanced Social Studies course or an A- from your previous years CP social studies class.

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. The course framework is organized by four thematic units that follow a chronological flow across the course. Throughout each unit, students

build interdisciplinary analytical skills through deep encounters with a wide range of texts and sources.

Unit 1: Origins of the African Diaspora (~900 BCE–16th century)
Unit 2: Freedom, Enslavement, and Resistance (16th century–1865)
Unit 3: The Practice of Freedom (1865–1940s)
Unit 4: Movements and Debates (1940s–2000s)

AP Capstone

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

Advanced Placement Research (162)

**limited sections available*

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

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

Mathematics Department

Curriculum and Philosophy

The Mathematics Department's philosophy for learning and exploring mathematics rests on the belief that all students can grow their abilities and find joy and success in mathematics. The Mathematics Department offers a wide array of courses to provide students with opportunities to take four years of mathematics, despite the state requirement of just three years of mathematics. Based upon individual student readiness, courses are designed to expose students to rigorous, cognitively complex, and meaningfully deep learning experiences around conceptual understandings, while ensuring that students build a strong foundation in mathematical skills and procedures.

Enrollment in mathematics courses follows a traditional, sequential progression. In most cases, the courses students enroll in from one year to the next are dependent upon students' completion and success in previous courses. Therefore, it is critical to understand that placement in mathematics classes is reliant upon course sequence and not necessarily grade level. All students must complete an Algebra 1 class to advance in the mathematics sequence that is appropriate for their program.

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

Mathematics Course Sequences

<table>
<tr><th>Grade 8</th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td rowspan="3">Math 8</td><td rowspan="3">Algebra 1 CP</td><td rowspan="3">Geometry CP</td><td>Algebra 2/ Trigonometry CP</td><td>Precalculus CP</td></tr>
<tr><td rowspan="2">Algebra 2 CP
NEW</td><td>Trigonometry CP</td></tr>
<tr><td>Discrete CP</td></tr>
<tr><td rowspan="4">Algebra 8</td><td rowspan="2">Geometry Honors</td><td rowspan="2">Algebra 2/ Trigonometry Honors</td><td rowspan="2">Precalculus/Intro to Calculus Honors</td><td>AP Calculus BC</td></tr>
<tr><td>AP Calculus AB</td></tr>
<tr><td rowspan="2">Geometry CP</td><td rowspan="2">Algebra 2/ Trigonometry CP</td><td>Precalculus CP</td><td>Calculus CP</td></tr>
<tr><td>Trigonometry CP</td><td>Statistics CP</td></tr>
<tr><td rowspan="2">Geometry</td><td rowspan="2">Algebra 2/ Trigonometry Honors</td><td rowspan="2">Precalculus/ Intro to Calculus Honors</td><td>AP Calculus BC</td><td rowspan="2">AP Statistics</td></tr>
<tr><td>AP Calculus AB</td></tr>
</table>

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

Course Sequences
Freshmen students are enrolled in mathematics classes dependent upon their middle school math courses. Most freshmen will take either Algebra 1 or Geometry. The differentiation between the levels is dependent upon the teacher's recommendation and the student's final grade in their eighth grade mathematics class. Ninth grade transfer students completing a traditional eighth grade program will most likely enroll in Algebra 1.

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

Outside Course Requests: Students who have successfully completed Algebra 1 with a minimum average of "B" may be eligible for completing Geometry through an outside course provider. Geometry is the only mathematics course students may take through an outside course provider for advancement. Enrollment in and completion of outside courses for advancement may not be used to satisfy requirements for placement in honors courses. Written requests for prior approval are due to the Mathematics Supervisor by May 1.

Mathematics Courses

Algebra 1 CP (342)

Grades 9-10	5 Credits
Prerequisites:	Math 8 **OR**
	Algebra 8 grade of C+ or lower, **and** Department Recommendation

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

Geometry CP (344)

Grade 9-11	5 Credits
Prerequisites:	Algebra 8 minimum grade of B-, **OR**
	Algebra 1 CP minimum grade of C **and** Department Recommendation

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

Geometry Honors (346)

Grades 9-10 5 Credits

Prerequisites: Algebra 1 CP minimum grade of A **OR**
Algebra 8 minimum grade of A- **and** Department Recommendation

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

Algebra 2 CP (356) **NEW IN 2026-27**

Grades 11-12 5 Credits

Prerequisites: Geometry CP grade of C or lower **and** Department Recommendation

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

Algebra 2/Trigonometry CP (354)

Grades 10-12 5 Credits

Prerequisites: Geometry 8 grade of B or B- **OR**
Geometry CP minimum grade of C+ **and** Department Recommendation

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

Algebra 2/Trigonometry Honors (359)

Grades 9-12 5 Credits

Prerequisites: Geometry Honors/Geometry 8 minimum grade of B+ **OR**
Geometry CP minimum grade of A **and** Department Recommendation

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

Trigonometry CP (362)

Grades 11-12 5 Credits

Prerequisites: Algebra 2 **and** Department Recommendation

This full year course focuses on a range of topics across the study of trigonometry including: the trigonometric functions, their properties and inverses; the concepts of amplitude, period, cycle, and phase shift to graph the functions; and calculator-use to solve right and oblique triangles. Emphasis is on applications in surveying, architecture, and navigation.

Precalculus CP (366)

Grades 11-12 5 Credits

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

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

Precalculus/Introduction to Calculus Honors (369)

Grades 11-12 5 Credits

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

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

Discrete CP (370)

Grades 11-12 5 Credits

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

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

Calculus CP (376)

Grade 12 5 Credits

Prerequisites: Precalculus CP minimum grade of B **OR**

Precalculus/Intro Calculus Honors grade of B- or lower, **and** Department Recommendation

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

Advanced Placement Calculus AB (378)

Grade 11-12 5 Credits

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

Students continue to study the concept of the limit begun in Precalculus. An introduction to the basic concepts of differential and integral calculus with applications to velocity, acceleration, curve, sketching, related rates, and max-min problems is given. The course focuses on the theoretical developments of each of these topics. Working with the instructor, students are expected to develop the theorems and derivations which apply to the concepts. Continuity, the mean value theorem, and the chain rule are also included. Techniques of differentiation and integration are studied and applied to volumes and surface areas of revolution, arc length, and radioactive decay. Students use the graphing calculator to enhance instruction. The theoretical development of each of the topics is stressed.

Advanced Placement Calculus BC (377)

Grade 11-12 5 Credits

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

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

Statistics CP (365)

Grades 10-12 5 Credits

Prerequisites: Algebra 2/Trigonometry CPB minimum grade of A- **OR**
Algebra 2/Trigonometry CP minimum grade of B- **OR**
Algebra 2/Trigonometry Honors minimum grade of C- **OR**
Trigonometry CP minimum grade of B-

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

Advanced Placement Statistics (375)

Grades 11-12	5 Credits
Prerequisites:	*If highest level course completed is Algebra 2:*
	Algebra 2/Trigonometry Honors minimum grade of B+ **OR**
	Algebra 2/Trigonometry CP minimum grade A
	If highest level course completed is Precalculus:
	Precalculus / Intro to Calculus Honors minimum grade of B **OR**
	Precalculus CP minimum grade A-

Statistics is a requirement of nearly every undergraduate major. Therefore, this course is highly recommended for students who are considering studying economics, business, science or social sciences in college. This course is a challenging, conceptually rigorous introduction to college-level statistics and introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to content across four broad themes: gathering data, analyzing data, probability, and inferential statistics. Students frequently make use of these statistical tools to better understand real-world data. Students review and evaluate research results as well as conduct their own research. Students may take AP Statistics along with Calculus or in its place. Students must obtain departmental permission to enroll simultaneously in two AP math classes.

Computer Science

Curriculum

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

Beginning in the 26-27 school year, the following CS offerings are available:

CS Course (Language)	***Prerequisites and Grade Minimums***	***Teacher Recommendation?***
Modern Computing CP (Python) **NEW**	Algebra 1 grade of B	No
Mobile Apps / Web Design Honors (JavaScript)	Geometry grade of B	No
AP Computer Science Principles (JavaScript)	Algebra 7/8 grade of B+ **OR** Algebra 1 CP grade of A; ***AND*** Geometry grade of B	No
AP Computer Science A (Java)	Modern Computing CP grade of A- **OR** Mobile Apps / Web Design Honors grade of B+ **OR** AP Computer Science Principles grade of B+	**YES**

Modern Computing CP (386) **NEW IN 2026-27**

**fulfills Career Readiness requirement*

Grades 9-12 5 credits

Prerequisites: Algebra 1 minimum grade of B

This course introduces students to core concepts in programming with Python, data science, and artificial intelligence. Students begin by learning fundamental programming skills, including functions, iteration, selection, data structures, algorithms, exceptions, and basic object-oriented programming. Hands-on projects give students regular practice applying these skills to real problems. The course then explores data science, where students learn how to collect, clean, analyze, and visualize data. They develop statistical models, write algorithms, and communicate insights through clear data stories. Students also study the foundations of artificial intelligence and machine learning, including model training, real-world applications, and the ethical implications of AI technologies.

Web Design / Mobile Apps Honors (382)

Grades 9-12 5 Credits

Prerequisite: Geometry minimum grade of B

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

Advanced Placement Computer Science A (390)

Grades 10-12 5 credits

Prerequisites: Modern Computing CP minimum grade of A- **OR**
Mobile Apps / Web Design Honors minimum grade of B+ **OR**
AP Computer Science Principles minimum grade of B+ **AND** Teacher Recommendation

This AP course is designed for students who intend to pursue computer programming at the collegiate level. The course is based in problem-solving and designing algorithms using the JAVA programming language. Students implement and develop commonly used algorithms and data structures to solve problems within the context of the AP Java topics. *Note: Students may have met the prerequisites for AP Computer Science A through an alternate path replaced by the most current path. Student requests to enroll in AP Computer Science A for the 26-27 school year will be reviewed individually based on demonstrated mastery of prerequisite content.*

Advanced Placement Computer Science Principles (379) **fulfills Career Readiness requirement*

Grades 10-12 5 credits

Prerequisites: Algebra 7/8 minimum grade of B+ **OR**
Algebra 1 CP minimum grade A **and**
Geometry minimum grade B

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

Science Department

Through active participation in both core and elective science courses in the physical science and biological sciences, students enrich their understanding of how the natural world works. Courses are designed to develop student competence in science by providing students the opportunity to construct (a) a deep foundation of factual knowledge in science, (b) a conceptual framework that provides context for facts and ideas, and (c) the ability to organize knowledge in ways that facilitate retrieval and application[1]. The Science Department offers a broad selection of courses to provide students the opportunity to advance beyond the NJ state requirement of three years lab/ inquiry-based science (inclusive of 1 year Biology). Courses are designed to challenge students to think productively about science and technology by engaging in the **science and engineering practices (SEP)** and conceptualize ideas in terms of **crosscutting concepts (CC)** (see table below), which are integral components of instruction aligned to the Next Generation Science Standards (NGSS)/ New Jersey Student Learning Standards (NJSLS) for Science.[2]

Crosscutting Concepts (CC)	Science and Engineering Practices (SEP)
1. Patterns 2. Cause and Effect 3. Scale, Proportion, and Quantity 4. Systems and System Models 5. Energy and Matter 6. Structure and Function 7. Stability and Change	1. Asking questions 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations/ designing solutions 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communication information

Placement and Course Recommendations: Students must take three years of evidence-based science courses that develop proficiency in the full range of science disciplines including physical science, life science, earth and space science, and engineering, technology, and applications of science. To meet this requirement, students must take 1 year of Physical Science, 1 year of Biology, and 1 year of Chemistry or Environmental Science. Students may choose to take additional electives or courses, with course recommendations dependent upon students' interests, future goals, and their success in previous science courses. Placement in Honors and AP level courses is based upon teacher recommendation and meeting minimum grade requirements, with performance in math courses a determining factor for placement in the physical sciences (i.e. Chemistry and Physics). Please review the Science Course Sequence and details course descriptions below, as well as the Course Recommendations Process section in this booklet for more information.

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[1] Adapted from National Academies of Sciences, Engineering, and Medicine. 2000. How People Learn: Brain, Mind, Experience, and School: Expanded Edition. Washington, DC: The National Academies Press. https://doi.org/10.17226/9853.

[2] New Jersey Student Learning Standards for Science. Accessible: https://www.nj.gov/education/standards/science/Index.shtml

Science Course Sequence

<table>
<tr><th>Grade 8</th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td rowspan="2">Math 8 or higher class
+
Sci 8</td><td rowspan="2">Physical Science (CP)</td><td>Biology (CP/ Hon)</td><td>Chemistry (CP/ Hon)
<u>or</u>
Env. Science (CP)</td><td>Physics (CP)
Anatomy & Physiology (CP)
Forensic Science (CP)
Science, Technology, & Public Policy (CP)
Organic Chemistry (Hon)*</td></tr>
<tr><td>Biology (CP/ Hon)
<u>and</u>
Chemistry (CP)</td><td colspan="2">AP Biology
AP Chemistry
AP Environmental Science</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td rowspan="2">Alg I (7/8th) (90%)
+
Sci 8 (90%)</td><td rowspan="2">Physical Science (Hon)</td><td>Biology (CP/ Hon)</td><td>Chemistry (CP/ Hon)
<u>or</u>
Env. Science (CP)
NEW</td><td>Physics (CP)
Anatomy & Physiology (CP)
Forensic Science (CP)
Science, Technology, & Public Policy (CP)
Organic Chemistry (Hon)*</td></tr>
<tr><td>Biology (CP/ Hon)
<u>and</u>
Chemistry (CP/ Hon)</td><td colspan="2">AP Physics → AP Physics C: M & EM*
AP Biology
AP Chemistry
AP Environmental Science</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td rowspan="2">Alg I (7/8th) (90%)
+
Sci 8 (93%)</td><td rowspan="2">Physical Science (Hon)
<u>and</u>
Biology (Hon)</td><td>Chemistry (CP/ Hon)</td><td colspan="2" rowspan="2">Environmental Science (CP)
Physics (CP)
Anatomy & Physiology (CP)
Forensic Science (CP)
Science, Technology, & Public Policy (CP)
Organic Chemistry (Hon)*
AP Physics I → AP Physics C: M & EM*
AP Biology
AP Chemistry
AP Environmental Science</td></tr>
<tr><td>Chemistry (CP/ Hon)
<u>and</u>
one additional course listed to right</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td rowspan="2">Applications for
Science Research Program
(opens Jan/ Feb 9th grade)</td><td colspan="2">Methods of Science Research I</td><td>Methods of Science Research II</td><td>Methods of Science Research III</td></tr>
<tr><td colspan="2">Research Internship
Summer 10th-11th grade</td><td colspan="2">Research Internship
Summer 11th-12th grade</td></tr>
</table>

**Must have taken prerequisite coursework to qualify.*

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

Science Courses

Physical Science (CP or Honors): As students transition from middle school to high school, all students are expected to complete this course (or its equivalent) as an introductory physics and chemistry course that prepares them for further study in Biology, Chemistry, and Physics. Lessons foster inquiry and problem-solving skills as students enhance their understanding and mastery of foundational physical science topics. Performance in this course is factored in when placing students in the appropriate Biology, Chemistry, and Physics courses, as well as determining eligibility for taking AP Environmental Science and AP Physics I.

Physical Science CP (405)

Grade 9 6 Credits
Prerequisite: 8th grade Earth Science

Topics include metric system measurements, dimensional analysis, kinematics, Newton's laws, work, energy, simple machines, waves, light, magnetism, electricity, the classification of matter, basic atomic structure, the arrangement of the periodic table, types of chemical compounds, and chemical reactions.

Physical Science Honors (421)

Grade 9 6 Credits
Prerequisites: A- (90%) in 7th/ 8th grade Algebra 1 **AND**
A- (90%) 8th grade Earth Science
Department recommendation

This Honors level introductory freshmen course incorporates all the content of **Physical Science (405)**, plus advanced topics in optics, organic chemistry, and includes extended inquiry based lab investigations. This course is designed for the student with strong aptitude in science and math, but who still benefit from taking a typically structured lab science course, rather than an accelerated double science combination.

Physical Science Honors/Biology Honors (422/423)

(Freshmen double science combination)

Grade 9 10 Credits
Prerequisites: A- (90%) in 7th/ 8th grade Algebra 1 **AND**
A (93%) in 8th grade Earth Science
Department recommendation

The freshmen double science combination is designed to give qualified students with a strong foundation and interest in science the ability to accelerate their science course progression. The double science combination incorporates all the content of **Physical Science Honors (421)** and **Biology Honors (432)**, though topics may be taught in a slightly different order and extend inquiry-based lab investigation. Students are expected to have the maturity, motivation, and aptitude to support their class activities with a significant level of independent practice and study as the two courses move at an accelerated pace as well as each course dropping a period once per week.

Biology (CP or Honors) and Environmental Science (CP): Students are required to take Biology in their sophomore year (or if eligible, concurrently with Physical Science in their freshman year). Performance in this course is factored in with performance in Chemistry when placing students in AP Biology and AP Environmental Science. Please note - all students *must* take 1 year of Chemistry prior to enrolling in AP Biology or concurrently with AP Environmental Science. After completing Biology, interested juniors and seniors may enroll in Environmental Science (CP) as an alternative to Chemistry or Physics.

Biology CP (430)

Grade 10	6 Credits
Prerequisite:	Physical Science CP (or 1 year of evidence-based science course meeting equivalent NJSLS standards)

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

Biology Honors (432)

Grade 10	6 credits
Prerequisites:	A- (90%) in Physical Science CP <u>OR</u> B (83%) in Physical Science Honors Department recommendation.

This Honors level course incorporates all the content of **Biology CP (430)**, plus more in depth data analysis and extended inquiry labs.

Environmental Science CP (458) **NEW IN 2026-27**

Grade 11-12	6 Credits
Prerequisite:	Physical Science CP **<u>AND</u>** Biology CP (or 2 years of evidence-based science courses meeting equivalent NJSLS standards)

Students apply the disciplines of chemistry, biology, geology, and physics to examine the environmental issues inherent in the quality of air, water, and land. Students are immersed in policy issues affecting the environment, as well as laboratory activities and research.

Chemistry (CP or Honors) and Physics (CP): Chemistry and Physics comprise the two branches of Physical Science, which rely heavily upon students' math ability. Students typically take these courses in their junior or senior year, though some may take these courses earlier if they double science. The Chemistry course helps students make sense of matter and its interactions as it prepares students for further study in AP Biology, AP Environmental Science, AP Chemistry, and Honors Organic Chemistry. The Physics course is designed for any student considering a science major to have a solid foundation in preparation for college Physics or AP Physics I. Performance in Chemistry and Physics plays a role in determining eligibility for AP coursework.

Chemistry CP (460)

Grades 10-12 6 Credits

Prerequisite: Physical Science CP **AND** Biology CP
(or 2 years of evidence-based science courses meeting equivalent NJSLS standards)

Students will study the nature of matter and its changes at the particle level, macroscopic level, and symbolic level. Students will be introduced to the methods of measurement in chemistry. They will study basic and quantum atomic structure, nuclear chemistry, periodic law, chemical bonds and intermolecular forces, formula writing, chemical equations, the mole concept, kinetic-molecular theory for gases, factors affecting reaction rates, chemical equilibrium, thermochemistry, thermodynamics, as well as acids and bases. Laboratory experiments enable students to gain a first-hand understanding of chemical reactions, analysis, and laboratory techniques. This course emphasizes mathematical and reasoning skills, as well as the use of organizational and communication skills during extended inquiry labs.

Chemistry - Honors (464)

Grades 10-12 6 Credits

Prerequisites: A- (90%) in Physical Science CP OR B+ (87%) in Physical Science Honors **AND**
A- (90%) in Geometry CP OR Algebra 2/Trig CP OR
B+ (87%) in Geometry Honors OR Algebra 2/Trig Honors **AND**
Biology CP OR Biology Honors (concurrent with department approval)
Department recommendation

This Honors level course incorporates all the content of **Chemistry CP (460)** as well as a more thorough introduction to organic compounds and more in-depth exploration of topics. This course requires students to have strong mathematical and reasoning skills for problem solving in each topic. Each topic builds on prior ones and hence requires recall and retention of concepts developed in each unit.

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

Physics CP (440)

Grades 10-12 6 Credits

Prerequisites: B- (80%) in Physical Science CP **AND**
B- (80%) in Chemistry CP (concurrent with department approval) **AND**
B- (80%) in Algebra 2/Trig CP (concurrent with department approval)
or higher math course
Department recommendation

Students will explore the experimental laws and fundamental principles involved in the behavior of the physical universe. Lessons and laboratory work will provide an understanding of kinematics, dynamics, energy, momentum. As time permits, the course will continue with the study of physical phenomena with an examination of topics such as waves, physical and geometrical optics, circuits, and electromagnetism.

Advanced Placement courses: These courses give students the opportunity to experience college-level content and lab work in high school. These courses allow students to specialize further in a particular science of interest, and if students perform well on the exam in May, they offer the possibility of earning college credit and/ or using AP exam performance to skip introductory level coursework and place in more advanced classes. Students learn about how they need to study and what they need to know to be successful in collegiate science courses, which is an invaluable experience, regardless of exam score.

Advanced Placement Biology (435)

Grades 11-12 6 Credits

Prerequisites: A- (90%) in Biology CP OR B+ (87%) in Biology Honors **AND**
A- (90%) in Chemistry CP OR B+ (87%) in Chemistry Honors
Department recommendation.

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

Advanced Placement Environmental Science (482) **fulfills Career Readiness requirement*

Grades 10-12 6 Credits

Prerequisites: A- (90%) in Physical Science CP OR B (83%) Physical Science Honors **AND**
A- (90%) in Biology CP OR B (83%) in Biology Honors **AND**
Chemistry CP/Honors or concurrent enrollment
Department recommendation.

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

Advanced Placement Chemistry (472)

Grades 11-12 6 Credits

Prerequisites: A- (90%) in Chemistry CP OR B+ (87%) in Chemistry Honors **AND**
Precalculus CP (concurrent with department approval) or higher math course
Department recommendation.

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

Advanced Placement Physics 1: Algebra-Based (455)

Grades 10-12 6 Credits

Prerequisites: A- (90%) in Physical Science Honors OR Physics CP **AND**
A- (90%) in Algebra 2/Trig CP OR B+ (87%) in Algebra 2/ Trig Honors
Department recommendation.

Students with a very strong math background and an interest in pursuing science majors are encouraged to take AP Physics I after **Physical Science Honors (421** or **422)** or **Physics CP (440)**. A thorough knowledge of algebra and basic trigonometry is essential for this course. The coursework prepares students to be proficient in the 8 topical units identified in the College Board Curriculum (i.e. Kinematics; Force and Translational Dynamics; Work, Energy, and Power; Linear Momentum; Torque and Rotational Dynamics; Energy and Momentum of Rotating Systems; Oscillations; Fluids) in addition to introducing students to topics that prepare students for more advanced Physics courses. Students who successfully complete this course are eligible to enroll in **Advanced Placement Physics C: Mechanisms/ Electricity & Magnetism (450 & 450S)** with department recommendation.

Advanced Placement Physics C (450 & 450S)

Grades 11-12 6 Credits

Prerequisites: A- (90%) in Physics CP OR B+ (87%) in AP Physics I **AND**
A- (90%) in Precalculus CP OR B+ (87%) in Precalculus/ Intro to Calculus Honors
Calculus (AP Calculus preferred) as a pre- or co-requisite
Department recommendation

The THS AP Physics C sequence includes two College Board's courses: AP Physics C: Mechanics, and AP Physics C: Electricity and Magnetism. Students are required to take both AP exams. The THS AP Physics C sequence is calculus-based (including introductory differential and integral calculus) and especially appropriate for students planning to major in physical science or engineering in their post-secondary pursuits. The fall semester will consist of topics such as kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation, oscillations, and gravitation. The spring semester will consist of topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.

Science Electives: Science electives are courses that give students exposure and study in specialized topics of interest which complement and build upon traditional Physical Science and Biology courses. These courses are structured to support student inquiry and encourage application of content.

Forensics Science CP (483)

Grades 11-12 5 credits

Prerequisite: Physical Science **AND** Biology
Department recommendation.

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

Human Anatomy and Physiology CP (481)

Grades 11-12 5 Credits

Prerequisite: Physical Science **AND** Biology **AND** Chemistry
Department recommendation.

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

Organic Chemistry Honors (475)

Grades: 11-12 5 Credits

Prerequisite: B- (80%) in Honors Chemistry OR B- (80%) in AP Chemistry
Department recommendation.

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

Science, Technology & Public Policy CP (480) **fulfills Career Readiness requirement*

Grades 11-12 5 credits

Prerequisite: Physical Science **AND** Biology
Department recommendation.

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

Science Research Honors Program **Fulfills Career Readiness requirement*

This program is a 3-year program that teaches students about the methods of science research by involving them in authentic scientific study and research with field mentors and highly trained THS science staff members for the purpose of developing an original research project. Students will start with a literature search to narrow their topic of choice. Students will then find mentors in the research field and design and implement experiments. The summers after Sophomore and Junior year, students are required to complete a minimum of 90 hours per summer working with a mentor to develop, execute, analyze, and present their original research project.

<u>The Requirements of this course are as follows:</u>

- Attend all regularly scheduled classes and maintain regular contact with a mentor once one is obtained.
- Participate at a level appropriate to the present year of the course, in the school's annual symposium.
- Commit to 240 or more hours per school year (September to June) for their research work (this includes class time, assessment meetings, and all out of class time spent on the research).
- Summer research carries commitment of a minimum 90 hours plus assessment time. These hours include full attendance at your local school symposium for each year that you are in the research course.
- Maintain a laboratory notebook/journal of all research related work starting at the beginning of entry into the research course and maintain a comprehensive portfolio of all research work.
- Present research at all stages of the work, at all available venues and competitions.
- Develop quarterly timelines, an end of year abstract, an annual reflection and an assessment of goals.
- Lastly, it is mandatory for all students to attend our annual science symposium and present a poster of an article read (first year), or their work to date (second year) or their findings (third year). In addition to the posters, all Seniors will present a PowerPoint talk on their research findings.

Methods of Science Research 1 - Honors (484)

Grade 10 5 credits
Prerequisite: Acceptance of application by science department;
Can be taken concurrently with other science courses.

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

Science Research Internship 1

Summer between Grade 10 and Grade 11 0 credits, 90 hours internship
Prerequisite: Methods of Science Research 1 - Honors
<u>Prior instructor approval of mentor and institution/ program where research will occur</u>

During the mandatory summer internship under the supervision of a research mentor, emphasis is placed upon gaining familiarity in the area of research and the formulation of hypotheses and initiation of experiments that support the creation of the student's original research project.

Methods of Science Research 2 - Honors (485)

Grades 11 5 credits
Prerequisite: Satisfactory completion of Methods of Science Research 1
Satisfactory completion of Science Research Internship 1
Recommendation of instructor

This course is a continuation of **Methods of Science Research 1 - Honors (484)** and **Science Research Internship 1** requiring students to continue the activities and research started in those courses. Students continue to learn research

methodology in the natural and social sciences by accessing scientific databases by using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and writing research papers and making presentations at scientific symposia. It is expected that the students will have done many of these activities in the prerequisite high school course, and in this course emphasis is placed upon performing experiments in consultation with mentors. Students are expected to spend at least three hours per week outside of class. Students must be enrolled throughout an entire academic year to obtain credit.

Science Research Internship 2

Prerequisite: Methods of Science Research 1 and 2 - Honors
Prior instructor approval of mentor and institution/ program where research will occur

During the mandatory summer internship under the supervision of a research mentor, students continue work undertaken in Science Research Internship I or equivalent with emphasis placed upon the concluding experiments and analyzing and summarizing results to support the completion of the student's own original research project.

Methods of Science Research 3 - Honors (486)

Grades 12 5 credits
Prerequisite: Satisfactory completion of Methods of Science Research 1 and 2– Honors
Satisfactory completion of Science Research Internship 1 and 2
Recommendation of instructor

Continuation of work undertaken in Methods of Science Research 2 or equivalent with emphasis placed upon the communication of results. Students are expected to spend at least three hours per week outside of class. Students must be enrolled throughout an entire academic year to obtain credit.

World Languages

Mission and Curriculum

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

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

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

First Year

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

Grades 9-12 5 Credits
Prerequisite: None

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

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

Conversational Spanish CP (530) **NEW IN 2026-27**

Grades 9-10 5 Credits
Prequisites: Department recommendation

This beginner-level Spanish course is designed for non-native speakers. Students with little or no prior exposure to language instruction in Spanish will develop foundational skills in listening, speaking, reading, and writing, with an emphasis on effective communication. The course also introduces learners to the diverse cultures of Spanish-speaking communities around the world, fostering cultural awareness and appreciation. Upon successful completion of this course, students will take Spanish I during the subsequent school year to meet the local mandate of 10 credits of World Language instruction.

Second Year

Chinese 2 CP	(493)
Chinese 2 Honors	(494)
French 2 CP	(503)
French 2 Honors	(506)
Italian 2 CP	(534)
Italian 2 Honors	(535)
Spanish 2 CP	(542)
Spanish 2 Honors	(546)

Grades 9-12 5 Credits
Prerequisite: One year of the language and criteria listed in the World Language curriculum

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

Third Year

Chinese 3 CP	(495)
Chinese 3 Honors	(496)
French 3 CP	(512)
French 3 Honors	(516)
Italian 3 CP	(536)
Italian 3 Honors	(537)
Spanish 3 CP	(552)
Spanish 3 Honors	(556)

Grades 10-12 5 Credits
Prerequisite: Two years of the language and criteria listed in the World Languages curriculum.

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

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

Fourth Year
(All courses meet the 21st Century Life Skills Standards 9.1.12. D1,D2,D3)

Chinese 4 CP (497)
Grades 11-12 5 Credits
Prerequisite: Three years of Chinese and Criteria listed in the World Languages curriculum

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

Chinese 4 Honors (498)
Grades 11-12 5 Credits
Prerequisite: Three years of Chinese and criteria listed in the World Languages curriculum

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

French 4 CP (522)
Grades 11-12 5 Credits
Prerequisite: Three years of French and criteria listed in the World Languages curriculum

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

French 4 Honors (526)
Grades 11-12 5 Credits
Prerequisites: Three years of French and criteria listed in the World Languages curriculum

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

Italian 4 Honors (538)

Grade 12 5 Credits
Prerequisite: Three years of Italian and criteria listed in the World Languages curriculum

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

AP Italian Language and Culture (540)

Grades 11-12 5 Credits
Prerequisites: Three years of Italian and criteria listed in the World Language curriculum

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

Spanish 4 CP (561)

Grades 11-12 5 Credits
Prerequisite: Three years of Spanish and criteria listed in the World Languages curriculum.

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

Spanish 4 Honors (566)

Grades 11-12 5 Credits
Prerequisites: Three years of Spanish and criteria listed in the World Languages curriculum.

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

Fifth Year
(All courses meet the 21st Century Life Skills Standards 9.1.12.D1,D2,D3)

Chinese 5 Honors (499)
Grade 12 5 Credits
Prerequisites: Four years of Chinese and criteria listed in the World Languages curriculum.

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

AP Chinese and Culture (500)
Grade 12 5 Credits
Prerequisites: Four years of Chinese and criteria listed in the World Languages curriculum

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

French 5 Honors (529)
Grade 12 5 Credits
Prerequisites: Four years of French and criteria listed in the World Languages curriculum.

Through study and discussion of short texts, students will examine various aspects of French civilization in its schools, universities, arts, and press. Extensive vocabulary development and review of structural difficulties will constitute an integral part of this course.
Students will pursue proficiency in written and spoken French through exercises, discussions, and structural study. Also, in order to increase oral proficiency, students will record short selections in the digital language lab.

AP French Language and Culture (528)
Grade 12 5 Credits
Prerequisites: Four years of French and criteria listed in the World Languages curriculum.

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

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

Spanish 5 Honors (569)
Grade 12 5 Credits
Prerequisites: Four years of Spanish and criteria listed in the World Languages curriculum.

Students in this course will continue the development of oral and written skills. Students will converse in Spanish, discuss current events, and study Spanish cultural topics. The curriculum emphasizes conversation, class discussions, essay writing, and grammar review.

AP Spanish Language and Culture (570)
Grade 12 5 Credits
Prerequisites: Four years of Spanish and criteria listed in the World Languages curriculum.

Students in this course will continue the development of oral and written skills.
In the second half of the year the focus will be on formal and informal presentational speaking and writing, along with interpretive listening, and grammar review for proficiency. There will be more emphasis on Advanced Placement lab work to perfect oral and listening skills.

AP Spanish Literature (571)
Grade 12 5 Credits
Prerequisites: Four years of Spanish and criteria listed in the World Languages curriculum

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

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

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

Engineering Design CP (794)*fulfills Career Readiness requirement*
Grades 9-12 5 credits
Prerequisite: Algebra 1

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

Robotics and Machines Honors (795)
Grades 10-12 5 Credits
Prerequisite: Engineering Design and Algebra 2/Trig

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

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

Architecture and Design CP (781)*fulfills Career Readiness requirement*
Grades 9-12 5 Credits

Let your curiosity roam through the shapes and spaces around us as we investigate architectural styles, ergonomic designs and learn about how building design standards affect our everyday life. Students will learn sketching and Computer Aided Drafting (CAD) skills and apply them to a number of projects throughout the year. Students will research, design and build models of buildings and living spaces where they are responsible for the efficient, ergonomic and code compliant outcomes. Students will utilize design thinking techniques as they develop design experience by diving into individual capstone projects that force them to understand the end user, challenge their assumptions and redefine seemingly simple problems to design something truly great.

Visual Arts Department

All art courses satisfy the Fine Arts requirement

The Art Experience CP (615)
Grades 9-12 5 Credits
Prerequisite: None

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

Digital Art CP (620)
Grades 9-12 5 Credits
Prerequisite: None

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

Painting CP (623)
Grades 9–12 5 Credits
Prerequisite: None

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

Drawing CP (624)
Grades 9-12 5 Credits
Prerequisites: None

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

Three-Dimensional Design CP (629)
Grades 9-12 5 Credits
Prerequisite: None

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

Photography CP (622)
Grades 9-12 5 Credits
Prerequisite: None

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

Computer Animation Honors (633)
Prerequisites: Successful completion of DIGITAL ART CP (620) with a final grade no lower than A-, or the permission of the instructor.

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

Art Portfolio Honors (642)
Grades: 10-12 5 Credits
Prerequisites: Two years of art courses or permission of the instructor.

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

AP Studio Art Honors (643)
Grade 12 5 Credits
Prerequisite: Permission of the instructor.

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

AP Art History (644) *does not fulfill Art requirement
Grades 11-12 5 Credits
Prerequisites: Completion of at least one Visual/Performing Art class

The course covers art from the Paleolithic period through postmodernism and is designed to provide students with the same material covered in an introductory college course in art history. Students gain knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and present and from a variety of European and non-European cultures. In this course students engage in both visual and historical study about art and its contexts. Students develop

an understanding of artworks in their context considering issues of patronage, gender, politics, religion and ethnicity. Attention is given to the interpretation of a work of art based upon its intended use, audience and the role of both the artist and work of art in a particular society.

Communication Arts

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

Media Television/Video Production I CP (676)

Grades 9-12 5 Credits
Prerequisite: None

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

Media Television/Video Production Honors MTV II, III, IV (677, 678, 679)

Grades 9-12 5 Credits
Prerequisite: MTV 2 or teacher recommendation

Students gain exciting hands-on experience through producing a school news show for broadcast to Tenafly's entire learning community. They work in groups and crews and collaborate on projects throughout the year. Most projects are geared to the field of broadcast journalism, but students may concentrate on specific areas of interest such as videography, video editing, audio mixing, directing, producing, special effects, voice talent, on-camera talent, and camera operation. Leadership and team-building skills are developed. Additionally, students are invited to participate on long term projects, such as The Senior Video Yearbook, Tiger Sports Shows or other approved projects. Students create a portfolio of work, and may be required to attend some after-school events.

Public Speaking

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

Grades 9-12 5 Credits
Prerequisite: None

Acquire speech skills required to express your ideas with composure, confidence, clarity and conviction! Place into practice the fundamentals of speech and effective communication techniques for public and group situations. Preparation of original, informative, and persuasive speeches are part of the student experience. Gaining confidence and composure in front of large groups is an important objective. Viewing and discussing speeches from politicians, athletes,

and entertainers allow a consideration of the elements that make communication most effective. A significant part of the course is devoted to how to give a great college interview, how to prepare, and what to expect.

Public Speaking 2 Honors (632)
Grades 10-12 5 Credits
Prerequisite: Public Speaking 1 CP

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

Acting 1 CP (634)
Grades 9-12 5 Credits
Prerequisite: None

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

Acting 2 Honors (636)
Grades 10-12 5 credits
Prerequisite: Acting 1 CP

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

Acting 3 Honors (638)
Grades 11-12 5 Credits
Prerequisite: Acting 1 CP/Acting 2 Honors

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

Screen Acting CP (635)
Grades 9-12 5 Credits
Prerequisite: None (Acting I recommended)

This dynamic course is designed for students interested in the art of acting and the technical skills required to create compelling content for digital and televised platforms. Students will develop their abilities to perform in front of the camera, refine their acting techniques, and bring stories to life through a variety of short productions, including commercials, public service announcements (PSAs), dramatic scenes, comedy sketches, and more. Students will learn acting techniques specifically for the camera, script analysis and character development, technical skills and collaboration/teamwork to explore the creative process.

Music Department

Music

All music courses satisfy the Fine Arts requirement. In special circumstances music courses may be taken as a semester course with prior administrator approval.

Music Theory and Ear Training CP (661) (offered in alternate years with AP Music Theory)
Grades 9-12 5 Credits
Prerequisite: Department recommendation

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

AP Music Theory (663) (offered in alternate years with Music Theory CP)
Grades 10-12 5 Credits
Prerequisite: Department recommendation

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

Digital Music Production CP (660)
Grades 9-12 5 Credits
Prerequisite: None

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

Instrumental Music

Band 1 – 4 CP (670)

Grades 9-12 5 Credits
Prerequisite: Department recommendation

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

Honors Band 1 – 4 (670)

Grades 9-12 5 credits
Prerequisite: Department Recommendation and audition

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

Symphony CP/Advanced (664/664A)

Grades 9-12 5 Credits
Prerequisite: Department recommendation for CP level, Audition for Advanced level (Limited openings for woodwinds by audition only)

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

Philharmonics Orchestra Honors (665)

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

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

Guitar Level 1 CP (684)
Grades: 9-12 5 Credits
Prerequisite: None

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

Guitar, Level II CP (685)
Grades 9-12 5 Credits
Prerequisite: Completion of Guitar I or a basic understanding of guitar technique and reading

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

Vocal Music

Concert Choir CP/Advanced (654A)
Grades 9-12 5 Credits
Prerequisite: No prerequisite for CP level, Audition for Advanced level. All freshmen choir students at either CP or Advanced level are required to take this class.

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

Mixed Choir Honors (655)
Grades 9-12 5 credits
Prerequisite: By audition only.

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

Treble Choir Honors (658)
Grades 9-12 5 credits
Prerequisite: By audition only.

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

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

- Madrigal Singers
- Theater Orchestra
- A Cappella Club
- Color Guard
- Spring Musical

Stagecraft Design/Production

Stagecraft Design/Production I CP (673)
Grades 9-12 5 Credits
Prerequisite: None

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

Stagecraft Design/Production Honors II, III, IV (674, 675)
Grades 9-12 5 Credits
Prerequisite**:** Stagecraft Design/Production Advanced

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

Business Department

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

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

***Possible* Course Sequences by Area of Interest**

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

Introduction to Business CP (725)
Grades 9-12 2.5 credits
Prerequisite: None
This course fulfills the Financial Literacy requirement for the State of NJ
Recommended companion course: Personal Finance and Investment CP

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

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

Personal Finance and Investment CP (711)
Grades 9-12 2.5 Credits
Prerequisite: None
This course fulfills the Financial Literacy requirement for the State of NJ

Recommended companion course options: Introduction to Business

This course provides an introduction to personal money management. Included will be a study of the application of banking/checking, credit, investments, personal financial records, taxes, insurance, and basic consumer values. Students will also introduce students to the stock market.

Personal Financial Literacy - Hybrid (711V)
This course fulfills the Financial Literacy requirement for the State of NJ
Grades 11-12 2.5 Credits
Prerequisite: * Permission of school counselor and supervisor *
Students who select this course over the in-person Personal Finance and Investment course, or another course in the department that fulfills the financial literacy requirement, must be self-motivated and have demonstrated effective time-management skills.

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

Entrepreneurship CP (723)
This course fulfills the Financial Literacy requirement for the State of NJ
Grades 9 -12 5.0 Credits
Prerequisite: None

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

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

Marketing CP (726) *fulfills *Career Readiness* Requirement
Grades 9–12 5.0 Credits
Prerequisite: None

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

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

Accounting 1 CP (714)

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

Grades 10-12 5 Credits

Prerequisite: None

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

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

Accounting 2 Honors (716)

Grades 11-12 5 Credits

Prerequisite: Accounting 1

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

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

Business Law Honors (718)

Grades 10-12 5 Credits

Prerequisite: Minimum of 2.5 credits in business excluding Personal Financial Literacy

Students will study the foundations of our legal system in the United States and how it has evolved into what it is today. Case, statutory, and administrative law will be emphasized in both the civil and criminal realms. Elements of contracts, torts, the rights and responsibilities of minors, the jury system and the structure of our federal, state and local court systems are discussed heavily. Mediation and arbitration will be demonstrated in a unit on alternative dispute resolution. Advanced topics including, the Statute of Frauds, transfer and discharge of obligations, contractual aspects of marriage

and divorce, the law of sales, property law (including real and personal property), bailments, wills, trusts and estates will be covered. Throughout the course, students will engage in mock trials, case review, debates and have discussions on current legal topics and ethics.

Economics CP (720)
*This course fulfills the Financial Literacy requirement for the State of NJ *fulfills Career Readiness requirement*
Grades 10-12 5 Credits
Prerequisite: None

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

AP Economics: Macro and Micro (728)
*This course fulfills the Financial Literacy requirement for the State of NJ *fulfills Career Readiness requirement*
Grades 11-12 5 Credits
Prerequisite: B+ in current year's Honors, Advanced or AP Social Studies **AND** Math courses **OR** an A- in current year's CP Social Studies **AND** Math CP level courses. Additionally, students should have strong critical thinking and problem solving skills.

This full year course explores principles of both macroeconomics and microeconomics. During the first semester, students will focus on principles of macroeconomics that apply to an economic system as a whole. It will develop students' familiarity with measurement of economic performance, national income and price determination, financial sector, stabilization policies, economic growth, and international trade and finance. Students will use graphs, charts, and data to analyze, describe and explain economic concepts. During the second semester, students will focus on the principles of microeconomics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Microeconomics places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Emphasis is placed on understanding the behavior of individual decision-makers within the economic system and the components of rational decision-making.

Business Seminar Honors (729) **fulfills Career Readiness requirement*
Grade 12 5 Credits
Prerequisites: Business teacher recommendation and successful completion of 15 total credits in business courses.

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

Family and Consumer Science

Experiences with Foods CP (740) **fulfills Career Readiness requirement*
Grades 9-12 5 Credits
Prerequisite: None

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

Regional Cuisines CP (742) **fulfills Career Readiness requirement*
Grades 9-12 5 Credits
Prerequisite: None

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

Pastry Arts Honors (743) **NEW IN 2026-27**
Grades: 10-12 5 Credits
Prerequisite: Department Recommendation **and** completion of Experience with Foods CP

This course represents the perfect balance of science, creativity and technical mastery. An honors-level course challenges students to go beyond recipes and develop true artistry in baking, dessert design and presentation. After completing *Experience with Foods*, they are well-prepared to build on the basics and advance their skills and knowledge. By engaging in advanced pastry techniques, students strengthen problem-solving, precision, time management, and creativity—skills highly valued in both the culinary industry and beyond. Offering this course positions the school as a leader in culinary education, as few schools in the area have the faculty expertise to provide this level of instruction, and showcases our students' ability to move beyond foundational culinary courses and explore the detailed, complex world of pastry.

Physical Education/Family Life/Driver Education

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

The Curriculum

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

Physical Education

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

Physical Education 9 & Family Life 1 CP (801)
Grade 9 4 Credits

Physical Education 10 & Drivers Education CP (802)
Grade 10 4 Credits

Physical Education 11 & Family Life 3 CP (803)
Grade 11 4 Credits

Physical Education 12 CP & Family Life 4 CP (804)
Grade 12 4 Credits

Family Life 1 CP
Grade 9

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

Driver Education (Theory) CP
Grade 10

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

Family Life 3 CP
Grade 11

This one quarter course stresses personal wellness, including mental & sexual health, reproduction and conception, sexuality, dating violence and bullying. This course provides an opportunity to acquire knowledge about one's own sexuality while supporting the development of responsible personal behavior. This class will help students to build a positive self image as well as develop short and long term strategies to maintain Social -Emotional personal wellness.

Family Life 4 CP
Grade 12

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

Peer Leadership CP (845)

Grade 12	4 Credits
Prerequisite:	Family Life 2 or Teen PEP Program and recommendation of Administration, Faculty, Peer Advisors after completion of the application process

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

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

Teen Pep Group CP (835)

Grade 11	4 Credits
Prerequisite:	Recommendation of Administration, Faculty, Peer Advisors after completion of the application process

This course replaces the Physical Education 11 /Family Life requirement

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

Alternative Courses of Study

Enrollment subject to prior approval by administrator

Study Skills CP 919 & 921
College Prep 5 Credits
Students will receive a Pass/Fail grade

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

Transition 9 & 10
College Prep 5 Credits
Students will receive a Pass/Fail grade

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

Transition 11 & 12: Work-Based Learning (WBL)
College Prep 5 Credits
Students will receive a Pass/Fail grade

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

Extracurricular Activities

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

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

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

Athletics

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

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

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

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

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

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

Transfer Students

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

Community Service

Community Service or other related projects may give a student a sense of fulfillment and pride, while also providing them real-world experience and resume building material. In addition, a student can earn up to five (5) credits in high school for their dedication to their community and/or school. This might include but not limited to: activities such as working in the library, child care, assisting in a laboratory, tutoring elementary school students, volunteering in a hospital,

E.M.T., working in a nursing home, on the technical/stage crew or coaching elementary school sports teams. Any worthwhile project will be considered. Interested students should submit their proposal on an application form provided by the community service coordinator in the Vice Principal's office.. The sponsor, the community service coordinator and the Principal must sign the application before the project is accepted for credit. **Between the dates of July 1 and June 30, a student who volunteers for fifteen (15) hours or more, may be eligible to earn 1.25 credits for that academic year.**

The Appeals Process

A course level recommendation may be waived if the appropriate steps are taken involving the Director of School Counseling and Content Area Supervisor. A student may waive into a class if they meet the below criteria:

Minimum Grades Required for an Appeal

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

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

If a student wants to appeal a course level recommendation, the student must submit the electronic appeal form using the link on THS website. Appeals must be submitted by Thursday, March 9 – 3:00 P.M.

The following process delineates the steps that students must take should they wish to appeal a course recommendation. This process is used for students currently in grades 9-11.

After the first semester of the school year, teachers recommend each of their students for an appropriate level of the next course in the departmental/program sequence. These recommendations are based on the teacher's knowledge of each student's current level of skills, content knowledge, demonstrable interest in the subject matter, and other predictors of success at the next level. In some departments, students may be given a placement test as one indicator of their readiness for particular courses. One predictor of success is the student's grade in the current course. For admission into honors or AP courses, teachers will use the information in the chart above as guidelines during the recommendation process:

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

All appeals must be submitted using the appropriate link, which will be posted on the THS school counseling website and accessible from February 27 to March 9. **<u>The deadline to submit an appeal is Monday, March 9, 2026.</u> NO APPEALS WILL BE TAKEN AFTER 3:00 P.M. MARCH 9.**

Parents and students must be aware of several important ramifications if an appeal is submitted and if the request for the appeal is granted. For example:

- Once the school year begins, class size limits and other considerations may prevent a student from changing

classes. If a change is possible, it may involve rearranging the entire schedule and result in undesirable outcomes.

- Withdrawal from a full-year course after the end of the first week after marking period 1 interim progress reports (as opposed to moving into the same course at a different level) may result in a "Withdraw" grade being recorded on the student's permanent transcript for that course. Please see the "Scheduling and Level Changes" section in the *Program of Studies*.

Content Area Supervisors will communicate appeals decisions by March 18, 2026. **Students must check their school email account for the appeal decision.**

Should the committee decide not to recommend the student for placement in the desired course, the student may continue the appeal process, and the parent/guardian has the right to enroll their child in the course against the educators' advice. A Course Recommendation Override form will be provided to the student by the Content Area Supervisors during their meeting. When completing the Course Recommendation Override form, the parent/guardian and student will be required to acknowledge – in writing – that the placement is sought against the educators' recommendations and to provide a rationale as to why they intend to act against these recommendations.

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

****Course Recommendation Override deadline is before 3:00 P.M. on Friday, March 25, 2026.**

Scheduling and Level Changes

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

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

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

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

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

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

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

If a course is dropped between the beginning of the school year and the end of the first week after Marking Period 1 interim progress reports are available to parents, nothing will be noted on the transcript. If a student drops a course after the above designated time period, W will be noted on the transcript. Seniors who drop a course after the designated time period, or after a transcript has been submitted to a college, will be required to notify colleges about the changes in their academic program. Extenuating circumstances will be referred to the Principal, Vice Principal, and/or Director of Guidance.

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

Course Selection Guide 2026-27

ENGLISH

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

SOCIAL STUDIES

200 African Asian Studies H
202 African Asian Studies CP
222 European History CP
223 European History H
226 West Civil. Humanities H
232 American Experience I CP
234 AP US History 1
236 AP US History
237 AP European History
241 American Experience II CPB
242 American Experience II CP
243 AP US History 2
245 American Experience Honors
252 Contemp Issues & Leadership CP#
253 Contemp Issues & Leadership II Hon
258 Anthropology CP# Sem
747 Human Behavior CP#
749 Child Psychology II Capstone H
259 AP Psychology
269 AP US Gov & Politics
270 AP African American Studies
273 US Hist. & Culture I- Beginning CP
274 US Hist. & Culture I- Intermediate CP
275 US Hist. & Culture I – Proficient CP

MULTILINGUAL LEARNERS

167 Lang Arts 1 CP
168 Lang Arts 2 CP
169 Lang Arts 3 CP
185 Multilingual Learners 1 CP
186 Multilingual Learners 2 CP
187 Multilingual Learners 3 CP

MATHEMATICS

342 Algebra 1 CP
344 Geometry CP
346 Geometry H
356 Algebra 2 CP
354 Algebra 2/Trig CP
359 Algebra 2/Trig H
362 Trigonometry CP∞
365 Statistics CP
366 Precalculus CP∞
369 Precalc/Limits H∞
370 Discrete CP∞
375 AP Statistics∞
376 Calculus CP∞
377 AP Calculus BC ∞
378 AP Calculus AB ∞
379 AP Comp. Science Principles#∞
386 Modern Computing CP#∞
382 Web Des./Mobile Apps H∞
390 AP Computer Science A ∞

SCIENCE

405 Phys Science CP
421 Physical Sci. H
430 Biology CP
432 Biology H
422/423 Phys Sci /Biology H
435 AP Bio ∞
440 Physics CP∞
455 AP Physics 1∞
458 Env. Science CP ∞
450/450S AP Physics C: Mechanics∞ Electricity and Magnetism∞
460 Chemistry CP
464 Chemistry H
472 AP Chemistry∞
475 Org. Chem/NeuroScience Hon∞
483 Forensics CP∞
481 Anatomy/Physio CP∞
480 Sci., Tech & Pub. Policy CP#∞
482 AP Environmental Sc.#∞
484 Methods Sci Research 1 H#∞
485 Methods Sci Research 2 H∞
486 Methods Sci Research 3 H∞

WORLD LANGUAGE

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

PHYSICAL EDUCATION/ FAMILY LIFE/ DRIVER ED

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

ART

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

PERFORMING ARTS

630 Public Speaking 1 CP*
632 Public Speaking 2 Honors
634 Acting 1 CP*@
636 Acting 2 Honors
638 Acting 3 Honors
635 Screen Acting CP*@

MUSIC

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

BUSINESS

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

MEDIA, TELEVISION and VIDEO PRODUCTION

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

MISCELLANEOUS 21ST OFFERINGS

620 Digital Art CP *#
660 Digital Music Prod CP *#@
ALL Level 4 and above World Language#
482 AP Environmental Sc.#∞
484 Methods Sci Research 1 H#∞
485 Methods Sci Research 2 H∞
486 Methods Sci Research 3 H∞
All Creative Writing Levels#
All Journalism Levels#
192 Yearbook# CP
252 Contemp Issues & Leader CP#
253 Cont. Issues & Leader II Hon
379 AP Comp. Science Principles #
386 Modern Computing CP #
382 Web Design/Mobile Apps H#∞
390 AP Computer Science A #∞

TECHNOLOGY

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

FAMILY AND CONSUMER STUDIES

740 Experiences with Foods CP #
742 Regional Cuisine CP #
743 Pastry Arts H

STUDY SKILLS

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

Graduation Requirement Legend

* Visual and Performing Art

\# Career Readiness or Career-Technical Education

^ Personal Financial Literacy

∞ STEM ACADEMY

@ PERFORMING ARTS ENDORSEMENT

Four-Year Program Plan Worksheet For: _____

Prospective NCAA student-athletes must work closely with their school counselor to ensure selected studies and course placements are NCAA approved. Updated information regarding approved courses as well as overall NCAA requirements is available through the Guidance Department.

Req	Subject	9	10	11	12
4 Years	**English (LA for ELL students)**				
3 Years (Including Algebra 1 & Geometry)	**Math**				
4 Years	**History**				
3 Years	**Science**				
2 Years	**World Language (ELL)**				
Every Year	**Physical Education**				
1 Year	**Electives Fine/ Performing Arts**				
1 Year	**Electives** *Career Readiness*				
½ year	**Economics or Financial Literacy**				
Towards 120 Credits and Beyond	**Additional Electives**				
Study Skills					
120 Req.	**Total Credits**				

Prospective NCAA student-athletes must work closely with their school counselor to ensure selected studies and course placements are NCAA approved. Updated information regarding approved courses as well as overall NCAA requirements is available through the Guidance Department and the NCAA Eligibility Center website.