
FORT LEE HIGH SCHOOL



PROGRAM OF STUDIES

2023-2024

FORT LEE HIGH SCHOOL



PROGRAM OF STUDIES

2023-2024 SCHOOL YEAR

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The Fort Lee Public Schools provide a level of course rigor and student achievement leading to successful 21st century education and career choices for our pupils.

The Fort Lee Public Schools provide bias-free, barrier-free access for all students to facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

LETTER FROM THE PRINCIPAL

Dear Fort Lee High School Students,

It is my pleasure to share the 2023-2024 Program of Studies. This document will assist you with course information needed to help you plan your academic experience at Fort Lee High School. While reviewing this document, students are expected to plan and select courses that will prepare them for a successful future. During your time at Fort Lee High School, an outstanding learning environment will be provided where all students are not only stimulated academically, but are also inspired to seek knowledge and become active, positive members of our community and society.

It is important that students collaborate and communicate with their parents/guardians, teachers, and school counselors to ensure that courses and programs are suitable to meet their individual needs. In addition, you will be guided to make decisions that meet all New Jersey and Fort Lee graduation requirements. Students are asked to carefully examine the courses described in this booklet and consider not only short-term needs, but long-term goals as well. Select courses that are challenging and enable you to experience the diverse and rigorous classes available at our high school.

Please know that all of the members of the Fort Lee High School family are looking forward to helping you have a memorable and rewarding experience in our school and we encourage you to reach out to staff with any questions or concerns.

Sincerely,



Lauren Glynn

GUIDELINES FOR PROGRAM SELECTION

This Program of Studies describes Fort Lee High School’s course offerings and the levels available within each academic discipline. We are proud to present a diverse Program of Studies that will support the academic, personal/social, and post-secondary goals of every student.

Students and parents are asked to review this Program of Studies prior to completing the course selection process. The student’s school counselor will assist students and parents in the selection of courses that reflect each student’s individual interests, aptitudes, and goals. This collaboration will lead to the successful completion of graduation and post-secondary program requirements.

Students are encouraged to pursue a program of studies that is challenging and stimulating. Students who desire enrollment in advanced courses must meet the criteria for Honors, Advanced Placement, or International Baccalaureate placement.

Students and parents are reminded that the course selection process may require some difficult decisions; students may have to select a course or program based on its availability, or students may not be able to enroll in a course that is removed from the master schedule due to low enrollment, limited staff availability, or budgetary restrictions. Parents and students are also advised that scheduling conflicts will exist each year, especially for students that enroll in specialized programs including Honors, Advanced Placement, International Baccalaureate, or the Academies of Theatre Arts and Finance. It is with this caveat in mind that parents and students are encouraged to work closely with the School Counseling Department throughout the course and program selection process. Students that request a program change for any reason must adhere to Fort Lee High School’s Procedures for Program Changes as outlined in this publication. Requests to change a student’s schedule, program, or course level may be denied, or may result in the loss of course credit and a grade of WD or WF if the request is not submitted by the student in accordance with the procedures outlined in Fort Lee High School’s Procedures for Program Changes. Please keep in mind, student schedules and course selections cannot be changed once selected. Please see “Procedure for Program Changes” in the next section.

Students and parents are also reminded that all students must register for at least 30 credits per year and must be registered in Health/Physical Education for each year enrolled in school. Regardless of the program type, students are reminded to maintain satisfactory attendance in all courses and to put forth their best effort at all times. Teachers, counselors, and administrators are always willing to provide assistance to those students in need. Students are encouraged to seek the assistance of a teacher, counselor, or an administrator when confronted with a difficult decision or situation.

| Fort Lee High School | | Lewis F. Cole Middle School | |
|---|----------|--------------------------------------|----------|
| Ms. Kate Drumgoole, Director | ext 6511 | Mr. Matthew Addeo, School Counselor | ext 5505 |
| Mrs. Diana Acosta, School Counselor | ext 6516 | Ms. Debbie Brigida, School Counselor | ext 5506 |
| Mrs. Gabrielle Brown, School Counselor | ext 6515 | Ms. Katie Dublirer | ext 5205 |
| Ms. Laura Caddell, School Counselor | ext 6518 | | |
| Ms. Tara Lawlor, School Counselor | ext 6513 | | |
| Ms. Luddy Serulle-Green, School Counselor | ext 6514 | | |
| Ms. Nicole Clark, Social Worker | ext 6610 | | |
| Mr. Dave Cuzzo, SAC | ext 6621 | | |
| Ms. Marcia Leon, Secretary | ext 6512 | | |
| Ms. Rosa Pettigrew, Secretary | ext 6517 | | |

GRADUATION REQUIREMENTS

Diplomas will be granted only to pupils who have completed the requirements for graduation established in the curriculum approved by the Fort Lee Board of Education. There shall be no endorsements or indications on diplomas of programs of study. Each pupil must earn a minimum of **one hundred twenty credits**. These credits must include:

| | <u>CREDITS</u> |
|--|----------------|
| ENGLISH (Four years, including only core English courses may be used to complete the requirement) | 20 |
| MATH (Three years, including Algebra I, Geometry, Algebra II and/or Pre-Calc, Statistics, Finite Math) | 15 |
| SOCIAL STUDIES (World History and two years of US History) | 15 |
| SCIENCE (Three years, including Biology, a lab, and an inquiry-based course) | 15 |
| PHYSICAL EDUCATION/HEALTH (One year of physical education/health for each year of enrollment) *Students that participate in a six-credit science course will earn four Physical Education/Health credits in order to accommodate the laboratory period. | 16-20 |
| 21st CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION (Practical Arts) | 5 |
| WORLD LANGUAGE (One year required, two or more years recommended for college entrance) | 5 |
| VISUAL AND PERFORMING ARTS | 5 |
| FINANCIAL LITERACY (1 semester of Economics, Business, Entrepreneurial Literacy) | 2.5 |
| THE ART OF WRITING (1 semester; Students enrolled in the Pre-IB, IB, or AOF programs are exempt) | 2.5 |
| SCHOOL & COMMUNITY SERVICE (50 hours) | 2.5 |
| ELECTIVES (A minimum of 12.5 credits in any Elective course) | 12.5 |
| TOTAL CREDITS REQUIRED FOR GRADUATION | 120 |

PROCEDURES FOR PROGRAM CHANGES

SCHEDULE CHANGE, COURSE LEVEL CHANGE, AND COURSE WITHDRAWAL

Each spring, Fort Lee High School's educational team convenes to develop a master schedule that is shaped by the individual interests, needs, and desires of each student. A pivotal part of this process is the student-counselor course selection conference. It is during this conference that counselors guide students through the course selection process, keeping in mind the course requirements for graduation and the student's post-secondary goals. Fort Lee High School's educational team strives to develop balanced, diverse, and challenging programs of study that provide each student with the opportunity to pursue his or her post-secondary goals.

With this in mind, it is necessary to have procedures in place to provide students with the opportunity to modify their schedule within a period of time that will maintain the integrity of their academic record. **Students cannot change electives once the school year begins. Elective change requests must be made by June of the prior school year and are based on availability.**

Schedule Change

Counselors will be available prior to the first day of school and during the first 10 days of school to process schedule change requests. All schedule change requests must be accompanied by a Schedule Change Request form that is completed and signed by the student and a parent/guardian. The Schedule Change Request form must be submitted to the student's counselor prior to the deadline.

Schedule changes will be permitted only if one or more of the following criteria are met:

- Student is scheduled in the wrong course
- Student is missing a required subject/course
- Student went to summer school for a scheduled course (and passed)
- Student already took a scheduled course
- Student was notified in writing by a college that a specific course is necessary for admission (must produce college letter)

The following schedule changes requests will not be permitted:

- Teacher preference
- Lunch preference
- Elective preference
- An interest in joining friends in a particular class
- Any combination of the above

Course Level Change

A student may request to change course levels (drop a level) within the same course, (e.g. AP/Honors to College Preparatory Level) no later than the last school day in September. The request must be accompanied by a Schedule Change Request Form that is completed and signed by the student, parent/guardian and school counselor. A Schedule Change Request Form for a Semester Course must be submitted within the first fifteen days of the class start date. All requests are subject to administrative approval and course availability. **We cannot guarantee availability in a level change course if it is made after the student's original scheduling meeting with the counselor in the prior school year.** Requests may not be approved if the request requires multiple course changes

in the student's schedule. Course level change requests will not be accepted after the aforementioned Full Year and Semester deadlines.

Course Withdrawal

A student may request to withdraw from a course. The request must be accompanied by a Schedule Change Request form that is completed and signed by the student and parent/guardian, and/or parent conference with the counselor (telephone conferences and emails are acceptable). Withdrawal from a course will result in the loss of credit for the course. The course may not be replaced by a credit bearing course. A course withdrawal may not be accompanied by a request to conduct a schedule change. The student's schedule will remain intact and the withdrawn course will be replaced by a non-credit bearing course. Requests to conduct course withdrawals are subject to the availability of a non-credit bearing course (i.e. Study Hall) the same period as the withdrawn course. In the event that a non-credit bearing assignment is not available during the same period of the withdrawn course, the student may be required to stay in the course. It is strongly recommended that students do not take more than one study hall per school year.

PROGRAM OF STUDIES

The **COLLEGE PREPARATORY PROGRAM** is available to every student who has an interest in entering college and has the necessary aptitude for college preparatory work. Since the subjects required for entrance vary for different colleges, a student should decide as early as possible which college he or she desires to enter.

The **ACADEMY OF FINANCE (AOF)** is one of five academies founded under that National Academy Foundation (NAF). The AOF is a competitive 4-year program that provides students with coursework and hands-on work experiences designed to develop the 21st century skills that they will need to be successful in post-secondary education and careers in finance. Students will engage with local business professionals to learn about their careers and are assigned a mentor from the business community to serve as a support and information resource as they complete the requirements for AOF. Academy students will have the opportunity to engage in authentic experiences in the world of finance, including trips to the New York Federal Reserve Bank, the Museum of American Finance, and other financial institutions. AOF coursework is designed to expose students to the broad range of career opportunities in the finance sector. All Academy students must complete a consecutive 160 hour summer internship between their junior and senior years, giving them practical work experience in a professional setting. Students who satisfy the NAFTrack Certification requirements receive a certificate from the National Academy Foundation that entitles them to lifelong networking and employment benefits.

The **INTERNATIONAL BACCALAUREATE (IB) PROGRAM** aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IB Program works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. This programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. The International Baccalaureate Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 18. It leads to a qualification that is widely recognized by the world's leading universities. Students in all IB courses are required to take the corresponding IB exams in May.

The **ACADEMY OF THEATRE ARTS (ATA)** is an intensive training program that offers exciting opportunities for students. Some students enter the ATA because they enjoy acting and want to develop concentration skills, collaboration skills, critical/creative thinking skills and problem-solving skills. Other students join the ATA because they are interested in majoring in the performing arts in college, or they are considering a career in the arts. It is a small learning community that offers students the opportunity to receive intensive instruction and support in acting in an authentic work environment. The ATA provides opportunities for students to interact with artists from the surrounding areas and to attend field trips and theatrical events. All ATA students are offered leadership opportunities and a “voice” in decision-making. Students enter the Academy with a declared major in acting and graduate with an ATA Certificate upon completion of the program.

VISUAL AND PERFORMING ARTS offers a wide choice of electives to meet the needs and plans of individual students interested in art, music, and theatre. Students with these interests are urged to speak with their school counselors and fine arts teachers.

ADVANCED PLACEMENT (AP) courses enable academically prepared students to pursue college-level studies and earn college credit, advanced placement or both while still in high school. By making the decision to take one of the many AP courses offered across the curriculum, students demonstrate to admissions offices that they have the will and skill to challenge themselves with the most rigorous course work available and to master the critical thinking, problem solving, language immersion and/or effective writing necessary to succeed at the college level. University faculty members play a vital role in ensuring that AP courses align with higher education standards. Each course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. Research consistently supports the assertion that performing well on AP exams is a pathway to success in college according to College Board. Students in all AP courses are required to take the corresponding AP exams in May.

The HONORS PROGRAM is an opportunity to pursue accelerated and challenging courses. Honors courses are designed to challenge highly motivated and academically skilled students. These courses often include an “in-depth” study of a particular subject accompanied by rigorous demand upon students in terms of study skills, homework, and independent projects.

TEEN PEP is a full-year senior health course (taken in place of 12th grade Physical Education/Family Life), that focuses on teen sexual health issues. Students are trained as peer educators and conduct outreach workshops for the school and the community, addressing topics such as STIs, HIV/AIDS, pregnancy, homophobia, and dating violence. Students interested in taking this course must submit an application (early in the 3rd marking period) following a Teen PEP assembly presented to juniors. They will then participate in two interviews with the Teen PEP advisors. Students will be selected based on their applications, performance in the interviews, and faculty evaluations.

PLEASE BE ADVISED THAT THE ADMINISTRATION RESERVES THE RIGHT TO CANCEL ANY COURSE OFFERING WHEN LIMITED STAFF AVAILABILITY, BUDGETARY RESTRICTIONS, AND INSUFFICIENT ENROLLMENT WARRANTS.

PREPARATION FOR COLLEGE ADMISSION

It is recommended that students who are planning to attend college complete a schedule of academic courses including the following:

| | |
|----------------|--|
| English | 4 years |
| Mathematics | 3 years; 4 years for admission to math, science and engineering programs |
| World Language | 2-4 years; a concentration in one language is recommended |
| Science | 3 years; 4 years for admission to science and engineering programs |
| Social Studies | 3-4 years |
| Electives | 2 years; chosen from any academic discipline |

Students are advised to obtain the specific admission requirements of their school of interest.

Standardized Testing Timeline

| | |
|----------------------------------|---|
| SAT* | Spring of junior year and throughout senior year |
| ACT* | Spring of junior year and throughout senior year |
| Advanced Placement Examinations* | In the month of May of the year the course is completed |
| PSAT | Fall of sophomore and junior year |
| TOEFL Exam | ELL and international students are encouraged to complete |

*Check individual college/university admission requirements for standardized testing requirements.

School Codes

Fort Lee High School College Board Code is **310395**

Test Center for SAT is **31-301**

Test Center for ACT is **196800**

HIGH SCHOOL PROFICIENCY REQUIREMENTS

New Jersey Student Learning Assessment

NJSLA

The New Jersey Student Learning Assessment (NJSLA) will be administered every school year during the spring in the following subjects: Algebra I, Geometry, Algebra II, English 9 and Science 11. All NJSLA are computer delivered.

Beginning in March 2022, the New Jersey Graduation Proficiency Assessment (NJGPA) will be administered to every junior during the month of March in Math and ELA.

These assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal, and provide teachers with timely information to tailor instruction and provide student support.

Class of 2024 and 2025

High School Graduation Assessment Requirements for the Class of 2026 and beyond have not yet been determined

First Pathway



Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

First Pathway—NJGPA

Note: Cut Scores Approved by the New Jersey State Board of Education on February 2, 2022

| ELA | Mathematics |
|--|--|
| New Jersey Graduation Proficiency Assessment— ELA \geq 750 (Graduation Ready) | New Jersey Graduation Proficiency Assessment— Mathematics \geq 750 (Graduation Ready) |

Second Pathway

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

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

Important Notes:

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

Second Pathway—Menu of Substitute Competency Tests

Note: Cut scores forthcoming following New Jersey State Board of Education Approval.

| ELA | Mathematics |
|--|--|
| One of the following: <ul style="list-style-type: none">• NJSLA/PARCC ELA Grade 9• SAT Critical Reading (taken before 3/1/16)• SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later)• SAT Reading Test (taken 3/1/16 or later)• ACT Reading or ACT PLAN Reading*• ACCUPLACER WritePlacer• ACCUPLACER WritePlacer ESL• PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15)• PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later)• ACT Aspire Reading*• ASVAB-AFQT Composite | One of the following: <ul style="list-style-type: none">• NJSLA/PARCC Algebra I• NJSLA/PARCC Geometry• NJSLA/PARCC Algebra II• SAT Math (taken before 3/1/16)• SAT Math Section (taken 3/1/16 or later)• SAT Math Test (taken 3/1/16 or later)• ACT or ACT PLAN Math• ACCUPLACER Elementary Algebra• Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)• PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15)• PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later)• ACT Aspire Math*• ASVAB-AFQT Composite |

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 | Meet the criteria of the NJDOE Portfolio Appeal for Math |

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.

Questions about IEP components concerning graduation assessment requirements should be directed to the Office of Special Education Policy and Dispute Resolution at oseinfo@doe.nj.gov.

SPECIAL OPPORTUNITIES

COLLEGE CREDIT

Fort Lee High School is involved in an innovative program, allowing students to take courses yielding college credits.

Fairleigh Dickinson University - Fort Lee has entered into an agreement with Fairleigh Dickinson University, whereby this institution grants credits to students upon completion of selected Fort Lee High School courses deemed compatible by the college. Those courses which have been approved are the following: Accounting II, Anatomy and Physiology of the Human Body, AP Biology, AP Calculus, AP Chemistry, AP Physics, Art History, Forensics, Sports & Entertainment Management, Journalism, Statistics, Italian 4, Spanish 4, and AP Spanish. The teachers of these courses have been granted adjunct instructor status on the respective campuses. Each student is granted campus privileges, including access to the libraries. Upon successful completion of the course, each student will receive an official transcript, which he/she may submit to the college of his/her choice for transfer credit approval. In order to earn credit through Fairleigh Dickinson University, the student must register and pay for the course in the guidance office by September of the year they are enrolled in the class.

Syracuse University- Fort Lee High School has been approved for SUPA credit in Accounting I whereby Syracuse University will grant credits to students upon completing of the Fort Lee High School course.

William Paterson University - Fort Lee has entered into an agreement with William Paterson University, whereby this institution grants credits to students upon completion of selected Fort Lee High School courses deemed compatible by the college. Those courses which have been approved are the following: Foundations of Bilingual and Multicultural Education and Child Development and Learning. The teachers of these courses have been granted adjunct instructor status on the respective campuses. Each student is granted campus privileges, including access to the libraries. Upon successful completion of the course, each student will receive an official transcript, which they may submit to the college of their choice for transfer credit approval. In order to earn credit through William Paterson University, the student must register for the course through the William Paterson University portal. This information is provided to students during the month of October.

SCHOOL AND COMMUNITY SERVICE PROGRAM

The School and Community Service Program offers students the opportunity to give back to the Fort Lee community while learning valuable job and life skills. Student volunteers choose when and where they wish to volunteer. All students must complete fifty (50) hours of service by their senior year. Students earn 2.5 credits for completing 50 hours of service. Students may elect to participate in community service (50 hours) multiple times to earn up to 5 credits. More information could be found on the School and Community Service Google Classroom page.

GRADING

Beginning in the ninth grade the school computer grade point averages by using official school records:

- Type of program (i.e., AP, IB, Honors, Regular)
- Grades earned
- Number of credits attempted

Marking Period Calculations

All teachers will utilize the following criteria to calculate quarterly averages:

Formative Assessments= 40%

Summative Assessments= 60%

The Fort Lee Public Schools will count the **midterm and final exams** as 20% of the final grade. The weight of the midterm will be 10% and the final will be 10%.

| Numerical | | GPA Value | | | Letter |
|--------------|--------------|---------------|-------------|--------------|--------|
| <u>Range</u> | <u>AP/HL</u> | <u>HON/SL</u> | <u>REG.</u> | <u>Grade</u> | |
| 97-100 | 4.9 | 4.65 | 4.4 | 4.4 | A+ |
| 93-96 | 4.5 | 4.25 | 4.0 | 4.0 | A |
| 90-92 | 4.1 | 3.85 | 3.6 | 3.6 | A- |
| 87-89 | 3.9 | 3.65 | 3.4 | 3.4 | B+ |
| 83-86 | 3.5 | 3.25 | 3.0 | 3.0 | B+ |
| 80-82 | 3.1 | 2.85 | 2.6 | 2.6 | B- |
| 77-79 | 2.9 | 2.65 | 2.4 | 2.4 | C+ |
| 73-76 | 2.5 | 2.25 | 2.0 | 2.0 | C+ |
| 70-72 | 2.1 | 1.85 | 1.6 | 1.6 | C- |
| 67-69 | 1.9 | 1.65 | 1.4 | 1.4 | D+ |
| 63-66 | 1.5 | 1.25 | 1.0 | 1.0 | D+ |
| 60-62 | 1.1 | 0.88 | 0.6 | 0.6 | D- |

KEY

- AP = Advanced Placement
- HL = IB (International Baccalaureate) High level
- HON = Honors
- SL = IB (International Baccalaureate) Standard level
- REG = College Prep

High School transcripts and report card will reflect only numerical grades.

- All marking periods, semester, and final averages of 0-50 will be assigned the minimum grade of 50.
- Midterms & final exams that fall between 0-50 will be assigned that numerical value.
- All marking periods, midterm & final exams, semester, and final averages of 51 or higher will be assigned the actual numerical value.

THE ACADEMY PROGRAMS AT FLHS

ACADEMY OF FINANCE

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|--|--|-------------------------|
| * Principles of Finance & Entrepreneurship | * Financial Services * Business in a Global Economy | ** Accounting I * Business Economics * Advanced Finance * AOF Internship **Option for college credit | ** Accounting II Honors |

The Academy of Finance (AOF) is one of five academies founded under that National Academy Foundation. AOF is a competitive 4-year program that provides students with coursework and hands-on work experiences designed to develop the 21st century skills that they will need to be successful in post-secondary education and careers in finance. Students will engage with local business professionals to learn about their careers and are assigned a mentor from the business community to serve as a support and information resource as they complete the requirements for AOF. Academy students will have the opportunity to engage in authentic experiences in the world of finance, including trips to the New York Federal Reserve Bank, the Museum of American Finance, and other financial institutions. AOF coursework is designed to expose students to the broad range of career opportunities in the finance sector. All AOF students must complete a consecutive 160 hour summer internship between their junior and senior years, giving them practical work experience in a professional setting. Students who satisfy the NAFTrack Certification requirements receive a certificate from the National Academy Foundation that entitles them to lifelong networking and employment benefits.

Principles of Finance & Entrepreneurship

Credits 5.00, Grade 9

This course covers fundamental principles of finance with a focus on business and entrepreneurship. Students will learn what is necessary to start and run different types of businesses including producers, services, and intermediaries. Students will also learn about the scope and nature of careers in fields including insurance, real estate, marketing, securities, finance, and accounting. Students will explore different banking and investing strategies. An emphasis will be put on developing the skills necessary to work effectively on a team in the 21st century workplace including discussions on ethical practices. Leadership skills will be developed through authentic experiences in the classroom. This course fulfills the state requirement for financial literacy through instruction on becoming a critical consumer, money management, credit and debt management, insurance and risk management, civic financial responsibility, planning, saving, and investing.

Financial Services

Credits 2.50, Grade 10 (Taken concurrently with Business in a Global Economy)

Prerequisite: Successful completion of Principals of Finance & Entrepreneurship.

Financial Services gives student an overview of banks and other financial services companies. It introduces students to the origins of money, banking and examines the early history of banking in the United States. Students study the financial services industry and the types of companies it includes in depth. They learn about the services offered by such companies and analyze the ways these companies earn profits. Finally, students examine careers in financial services.

Business in a Global Economy

Credits 2.50, Grade 10 (Taken concurrently with Financial Services)

Prerequisite: Successful completion of Principals of Finance & Entrepreneurship.

Business in a Global Economy provides students with an understanding of how and why businesses decide to expand their operations into other countries. This course exposes students to the unique challenges facing firms who choose to do business internationally, while also showing students the benefits that expansion can provide in the long term. Building on the concepts of previous courses, Business in a Global Economy broadens students' understanding of how international businesses grow, operate and thrive in the every-changing global economy.

Business Economics

Credits 2.50, Grade 11 (Taken concurrently with Advanced Finance)

Prerequisite: Successful completion of Financial Services and Business in a Global Economy.

Business Economics introduces students to the key concepts of economics as they pertain to business. This course discusses the American economy and the factors that influence the success of businesses and products. It describes forms of business ownership, discusses the relationship of labor and business, and provides a broad overview of the global economy. Students also examine careers in business, both as employees and as business owners.

Advanced Finance

Credits 2.50, Grade 11 (Taken concurrently with Business Economics)

Prerequisite: Successful completion of Financial Services and Business in a Global Economy.

Advanced Finance delves into financial concepts such as saving, investing, and budgeting. Students learn to identify the legal forms of business organization and continue to develop an understanding of profit. They learn about various financial analysis strategies and the methods by which businesses raise capital. Students also have the chance to explore, in depth, topics of high interest in the field of finance, and explore the types of careers that exist in finance today. Emphasis is placed on the skills necessary for success in business and college.

AOF Internship

Grades 11-12

Prerequisite: Successful completion of Business Economics and Advanced Finance.

A mandatory component of the Academy of Finance, the consecutive 160 hour minimum internship, is usually paid and takes place preferably during the summer between junior and senior year. Students intern at a worksite based on their future career choice. The internship provides students with real-world working experience along with other important 21st century skills needed to compete in a global economy. Please see Academy of Finance Internship Agreement for further details.

Accounting I

Credits 5.00, Grade 11

Prerequisite: Successful completion of Principals of Finance & Entrepreneurship, Financial Services, and/or Business in a Global Economy.

Accounting I will train students for the formal keeping of business records and the preparation of business reports and financial statements. It is the introductory basis for the occupation of accountant and includes the complete accounting cycle with hands on applications in Excel and PowerPoint. It is a valuable preparation for later college accounting courses and a necessary asset in most business positions. College credit through Syracuse University (SUPA) is available.

Accounting II Honors

Credits 5.00, Grade 12

Prerequisite: Successful completion of Accounting I.

Accounting II Honors provides the capable student with further skills in applying the principles learned in Accounting I and incorporates advanced computer applications. It provides a strong foundation for those contemplating college degrees in accounting. The second semester will concentrate on analytical and interpretive accounting. College credit is available.

THE ACADEMY PROGRAMS AT FLHS

ACADEMY OF THEATRE ARTS

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|------------|-------------|--|--|
| * Acting I | * Acting II | * Acting III Honors * Directing, Stage Management and Playwriting | * Acting IV Honors *Directing, Stage Management and Playwriting |

The Academy of Theatre Arts is a small learning community of performing arts students who receive intensive training in acting and all other related areas of performing arts. Students who are interested in this rigorous program must audition and interview for acceptance into this academy. Special classes include: Acting I, II, III Honors and IV Honors. Upon completion of the program, students will receive a Theatre Arts certificate in addition to the high school diploma. The Academy of Theatre Arts offers students the chance to explore, create, and use their imagination in a safe and supportive environment. If your talent and interest reside in the performing arts, you can receive an excellent comprehensive education by participating in this program. The Academy of Theatre Arts offers the talented and seriously committed performing arts student the opportunity to receive in-depth training by professionals in the field. Some students enter the Academy of Theatre Arts because they enjoy acting and want to develop concentration skills, collaboration skills, and critical/creative thinking skills. Other students decide to join the Theatre Arts Program because they are interested in majoring in the arts in college, or they intend to enter the theatre arts as a career.

Acting I

Credits 5.00, Grades 9

Introduction to acting with a focus on the importance of vocal and body warm-ups, breath control and relaxation techniques. Students gradually find their voices as performers by participating in projects including pantomimes, improvisations, character and scene development through the use of monologues and short scenes. Students will utilize constructive criticism as a means to strengthen their classmates' and their own performances. Through these projects, students will improve their communication skills and gain practical experience by working on the school productions. As with all of the acting courses, students will also participate as audience members in order to develop an appreciation for the actor's craft.

Acting II

Credits 5.00, Grades 10

Prerequisite: Successful completion of Acting I.

Driven by the *Tools of the Actor: Body, Voice, Imagination and Expression*, Acting II's focus is on reconnecting the actor with the craft. Students will build upon their work from Acting I. There will be more of an emphasis on learning to be sensitive, imaginative and focused, enhancing articulation, projection and breath control; getting the body ready for pantomime; developing improvisational skills and playing from emotion; and designing a believable character.

Acting III Honors

Credits 5.00, Grades 11

Prerequisite: Successful completion of Acting I and II.

Method is introduced. Viola Spolin's Theatre Games and Rasa Boxes are introduced. Students study the underlying issues of acting and potential approaches to meet these challenges; learn practical, experimental examples of applying the vocabulary; identify and understand the four fundamental actions and four basic tasks that form the basis for acting, focusing their energy for playing physically, vocally, imaginatively, and emotionally; and examine the underlying processes and theories of the acting process through an open and descriptive approach and participate in clear and concrete exercises to facilitate their development and understanding.

Acting IV Honors

Credits 5.00, Grades 12

Prerequisite: Successful completion of Acting I, II & III Honors.

The study of method is continued. The methodology behind some of the "Great" acting teachers of all time such as Quintilian and Brecht will be introduced. Stanislavski's "Method" will be explored along with the methodologies of his contemporaries, Stella Adler and Sanford Meisner. Finally, the focus will shift to a more modern approach to acting created by David Mamet and William H. Macy known as Practical Aesthetics. This is all to give students a broad range of methodologies and techniques to enhance their performing skills and to increase their knowledge of the world of acting and how what we do for our work on the stage can be transferred to our work in life.

Directing, Stage Management and Playwriting

Credits 5.00, Grades 11-12

Prerequisite: Enrollment in ATA or successful completion of an Honors English course.

A beginning course where students who want to write, direct, produce, and/or stage manage theater come. All coursework develops the student's ability to lead through collaboration to reach their artistic goals with vibrancy and immediacy. Students interested in playwriting all explore the art and craft of dramatic writing with a particular focus on process including: creative brainstorming, inspiration/research, developing characters, generating stories, intentional use of language, plus analysis and revision.

THE ACADEMY PROGRAMS AT FLHS

THE INTERNATIONAL BACCALAUREATE PROGRAM

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|--|--|--|
| *FLHS Pre-IB English 9 SL * US History I * Geometry *Algebra II * FLHS Pre-IB Spanish II SL * Biology *Honors is highly recommended | * FLHS Pre-IB Literature 10 SL * US History II * Algebra II * FLHS Pre-IB Spanish III SL * Chemistry * FLHS Pre-IB/AP Economics * The Art of Writing and * FLHS Pre-IB/AP Economics or Personal Finance *Honors/AP is highly recommended | * IB English I HL * IB World History I HL * IB Spanish I SL * IB Math I SL * IB Math I HL * IB Physics SL * IB Theory of Knowledge HL * IB Film I HL * IB Music I HL | * IB English II HL * IB World History II HL * IB Spanish II SL * IB Math II SL *IB Math II HL * IB Music II HL * IB Film II HL |

***HL classes are weighed as AP classes and SL classes are weighed as honors classes.**

The International Baccalaureate Program aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. The IB Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 18. It leads to a qualification that is widely recognized by the world's leading universities.

Students learn more than a collection of facts. The Diploma Program prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn

-
- develop a strong sense of their own identity and culture
 - develop the ability to communicate with and understand people from other countries and cultures

Students study six subjects selected from the subject groups. Normally, three subjects are studied at higher level (HL), courses representing 240 teaching hours, and the remaining three subjects are studied at standard level (SL) courses representing 150 teaching hours. Each student will be assessed both internally by the subject teacher and externally by IB examiners.

All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Program. Information is provided by The International Baccalaureate. For additional information please visit www.ibo.org. To qualify for this program, students must meet eligibility criteria, take an entrance exam, and interview for the limited number of spots available.

FLHS Pre-IB English 9 SL

Credits 5.00, Grade 9

GPA Weight: Honors

Prerequisite: Students must meet Honors entry criteria or have been admitted into the Pre-IB program.

The English 9 Honors/Pre-IB English 9 SL focuses on grammar, composition, vocabulary, research, reading strategies, and academic writing. Throughout the thematic units, students will study five genres in-depth: short story, novel, drama, poetry, and nonfiction. Additionally, students will explore rich literary themes in varied works from different time periods. Core readings may include: *Of Mice and Men*, *Lord of the Flies*, *Alice in Wonderland*, *The Merchant of Venice*, and *the Odyssey*. This course teaches students how to write a unified and coherent academic essay and a research paper. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. In addition to the above titles, students enrolled in English 9 Honors/Pre-IB English 9 SL may read *Anthem* and *A Raisin in the Sun*. Students should expect to be challenged with more rigorous coursework.

FLHS Pre-IB Literature 10 SL

Credits 5.00, Grade 10

GPA Weight: Honors

Prerequisite: English 9/English 9 Honors and meets the Honors entry criteria.

As part of the FLHS Pre-IB Program, the literature and performance course aims to explore the relationship between literature and theatre. The main focus of the course is the interaction between the literacy skills of close reading, critical writing and discussion, and the practical, aesthetic and symbolic elements of performance. The course is organized into three parts, each focused on a different aspect of literature and performance. Together, the three parts of the course cover the critical study of literacy texts, the exploration of chosen approaches to a text, and the realization of texts in a performance. Students engage with a wide variety of textual genres to explore the concept of transformation, examining the ways in which the context of production and perception shape meaning.

IB English I & II HL

Credits 5.00 each, Grades 11-12

GPA Weight: AP

Prerequisite: English 10 & English 11 and meets the AP/IB entry criteria. Students must take Part I in order to take Part II.

The IB English HL course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. The aims of the IB English HL course are to encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism. Additionally, the course aims to develop the students' powers of expression, both in oral and written communication, and provide the opportunity to practice and develop the skills involved in writing and speaking in a variety of styles and situations. Students will also be introduced to a range of literary works of different periods, genres, styles, and contexts. The students' perspective will be broadened through the study of works from other cultures and languages.

FLHS Pre-IB Spanish II & III SL

Credits 5.00, Grades 9-12

GPA Weight: Honors

Prerequisite: Successful completion of Spanish I and must meet the Honors entry criteria for Honors II, or students must have been admitted into the Pre-IB program.

Expectations of student performance increases as linguistic skills become more challenging. An expanded version of the regular curriculum is presented including grammatical structures. The course is accelerated, allowing for more intensive proficiency-based activities. Students in the Honors level classes are expected to comprehend Spanish at a higher level and express themselves with greater independence in diversified oral, reading and writing assessments. The course also develops students' awareness of the Hispanic culture and civilization. This awareness is enhanced through exposure to select literary works by noteworthy authors and authentic materials. Classes are conducted primarily in the target language. Students considering more competitive colleges are strongly urged to enroll into the third level of language study.

IB Spanish I & II SL

Credits 5.00 each, Grades 11-12

GPA Weight: Honors

Prerequisite: Spanish II is required & Spanish III is recommended. Recommendation for IB/AP level work. Students must take Part I in order to take Part II.

At the end of the IB Spanish SL course students are expected to communicate clearly, fluently and effectively in a wide range of situations. Additionally, they are expected to understand and use oral and written forms of the language appropriately in a range of styles and situations. They should also understand and use a broad range of vocabulary and idioms, express ideas with clarity and fluency, structure arguments in a focused and coherent way, and support them with relevant examples.

Pre-Calculus Honors / IB Math I SL (Mathematics: Analysis and Approaches)

Credits: 5.00, Grades 10-12

GPA Weight: Honors

Prerequisite: Algebra II or Algebra II Honors and meets the Honors entry criteria.

This is an advanced mathematics course designed to prepare students for IB Math SL II and AP Calculus AB. In addition to the topics covered in Pre-Calculus, students will develop a high level of proficiency working with higher degree polynomials, fundamental theorem of algebra, reciprocal and rational functions, logarithmic and exponential functions and their properties, logistic function, graphic and analytic trigonometry, matrices, vectors, parametric, probability and statistics, discrete mathematics, and introductory concept of limits. This course is strongly recommended for students that plan on taking the AP Calculus AB and/or IB Math SL exam in the following school year.

IB Math SL II (Mathematics: Analysis and Approaches)

Credits 5.00, Grades 11-12

GPA Weight: Honors

Prerequisite: Successful completion of Pre-Calculus or Pre-Calculus Honors/IB Math SL I and meets Honors entry criteria.

This course caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply mathematical techniques learned in Pre-calculus into more advanced application in calculus. This course is designed to benefit students who will need a sound mathematical background as they prepare for future studies in subjects such as biology, chemistry, economics, psychology and business administration. In addition to the review of the Pre-calculus Honors/IB Math SL I topics, calculus topics will be introduced including: the concept of limits, average/instantaneous velocity of moving objects, optimization, and related rate; i.e. differential calculus which will later lead into integral calculus for studies on distance traveled, and area/volume of irregular objects. Advanced topics such as continuity, derivatives, differentiability, Intermediate Value Theorem, Mean Value Theorem, anti-derivatives, integrals, areas between curves and volume of 3D structures created by revolution. The research/investigation project component, the Math Exploration, offers students a framework for developing real-life application and connections in their mathematical learning by using mathematical investigation modeling.

IB Math I HL (Mathematics: Analysis and Approaches)

Credits: 5.00, Grades 10-12

GPA Weight: AP

Prerequisite: Successful completion of Algebra II or Algebra II Honors and meets the AP/IB entry criteria.

This is a rigorous mathematics course designed to prepare students for IB Math HL II and AP Calculus BC. In addition to the topics listed in Pre-Calculus Honors/IB Math SLI, students will develop a high level of proficiency working with advanced graphic and analytic trigonometry, 3D vectors, Vector product, and mathematical induction, parametric, polar

coordinates, polar form of complex numbers, DeMoivre's theorem, discrete mathematics including Normal and Poisson distribution, mathematical induction, formal concept of limits, derivatives and differentiation techniques. This course is strongly recommended for students that plan on taking the AP Calculus BC and/or IB Math HL exam in the following school year.

AP Calculus BC/IB Math HL II (Mathematics: Analysis and Approaches)

Credits: 5.00, Grades 11-12

GPA Weight: AP

Prerequisite: Pre-Calculus or Pre-Calculus Honors or IB Math SL1/HL1 and meets the AP/IB entry criteria.

This course is for students with strong mathematical skills who want to experience a comprehensive and rigorous course equivalent to two semesters' worth of college-level calculus. Using their competency in prerequisite courses, students will apply their skills to model the dynamic nature of the real world. Building from the concept of limits, students will examine average/instantaneous velocity of moving objects, optimization, and related rate, distance traveled, area and volume of irregular objects. In addition to the topics of AP Calculus AB and IB Math SL 2, topics covered in this course will include differential/integral calculus treatment for parametric, polar functions and vector, improper integrals, polynomial approximations, infinite series, differential equations and additional techniques in differential calculus. Students are expected to be able to work with various topics graphically, numerically, analytically, and verbally, and should understand the connections between these representations. All students in this class participate both AP calculus BC and IB Math HL exam at the end of the school year and will prepare and submit their work for IB Internal assessment for math – Math Exploration. Students are required to take the May AP Exam.

IB Theory of Knowledge HL

Credit 5.00, Grades 11-12

GPA Weight: AP

Prerequisite: Students must meet the AP/IB entry criteria.

The Theory of Knowledge (TOK) course, a flagship element in the Diploma Program, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content explores questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? What makes TOK unique, and distinctively different from standard academic disciplines, is its process. At the center of the course is the student as knower. Students entering the Diploma Program typically have sixteen years of life experience and more than ten years of formal education behind them. They have accumulated a vast amount of knowledge, beliefs and opinions from academic disciplines, and their lives outside the classroom.

In TOK they have the opportunity to step back from this relentless acquisition of new knowledge, in order to consider knowledge issues. These include the questions already mentioned, viewed from the perspective of the student, but often begin from more basic ones, like: What do I claim to know [about X]? Am I justified in doing so-how? Such questions may initially seem abstract or theoretical, but TOK teachers bring them into closer focus by taking into account their students' interests, circumstances, and outlooks in planning the course.

TOK activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen to, and learn from, what others think. In this process, students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened.

IB World History I HL /IB World History II HL

Credit 5.00, Grades 11-12

GPA Weight: AP

Prerequisite: Recommendation for IB/AP level work. Students must take Part I in order to take Part II.

History is more than the study of the past. It is the process of recording, reconstructing, and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources, and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

The IB History HL course encompasses the main developments in 20th century world history, as well as an in-depth study of Asian history from 1500 to the present.

IB Physics SL

Credits 7.00, Grades 11-12

GPA Weight: Honors

Prerequisite: Successful completion Biology as well as meet Honors level criteria.

The IB Physics course helps students develop practical skills and techniques while expanding their knowledge of physics concepts. The course also provides students the opportunity to enhance mathematical, interpersonal, and communication technology skills, which are essential in the modern world. Topics to be studied include mechanics, thermal physics, waves, electric currents, fields and forces, atomic and nuclear physics, as well as energy, power, and climate change. There is a laboratory component to this course. At the end of this course students may opt to take the IB Physics SL exam or pursue IB Physics HL II in the following school year.

IB Film I HL

Credits 5.00, Grade 11

GPA Weight: AP

Prerequisite: Students must meet AP/IB level criteria.

IB Film HL I students will watch cinematic masterpieces from around the world and develop the ability to understand film as a complex art form, craft, and institution. They will be challenged to experience a broader and more diverse range of movies than they have previously encountered, and most importantly, will be expected to watch and experience films actively and analytically.

IB Film II HL

Credits 5.00, Grade 12

GPA Weight: AP

Prerequisite: Successful completion of IB Film I. Students must take Part I in order to take Part II. Students must meet AP/IB level criteria.

Students will learn to recognize and interpret the most important elements of film language and analyze the way filmmakers convey story and meaning. Film styles and movements are explored, and the central critical approaches to the study and appreciation of film as a genre. Final assessment will include textual analysis of films, essays pertaining to film theory and history of film, and an individual, creative film production.

IB Music HL I & II HL

Credits 5.00, Grades 11-12

GPA Weight: Honors

Prerequisite: Audition or teacher selection only. Must have a good working knowledge of the fundamentals of music and be able to read music in at least one clef. Supplemental instruction is recommended, but not required.

IB Music HL I and II are designed for music students with varied backgrounds in music performance. The aim of the IB music program is to give music students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities and understanding through musical analysis & comparison, performance, and composition. Students will be expected to demonstrate their understanding of music by performing, by using appropriate musical language and terminology in analyzing musical works from many varied cultures and periods, and by exploring music through music theory, aural skills, composition, and music history. Students taking IB Music as part of the IB Diploma Program are required to take both IB Music HL I and II over two consecutive years. IB Music II continues the groundwork completed in IB Music HL I to culminate in the internal and external assessments for the IB exam in the spring of IB Music HL II. IB Music fulfills the area 6 requirement for the IB Diploma Program.

FLHS Pre-IB/AP Economics

Credits 5.00, Grades 10-12

GPA Weight: AP

Prerequisite: Students must meet AP/IB level criteria.

AP Economics is a fast-paced college-level course that focuses on the decision making of individuals, businesses, and the government. Students will study a variety of economic theories and analyze their practical application in the real world. Extensive math skills are not required; however, the ability to analyze graphs and charts is essential. This yearlong course covers both micro and macroeconomics. Microeconomics focuses on the behavior of individuals and firms - the supply and demand for products and labor, profit maximization and market structure, and market failure. Macroeconomics focuses on the economy as a whole, both domestically and internationally. It introduces students to measures of economic health, fiscal policy, monetary policy, and international economics. Students are expected to take two separate AP exams in May – one for Microeconomics and the other for Macroeconomics. The course will also analyze topics that are part of the IB Economics curriculum, specifically International Economics and Economic Development. The former will explore the international movement of labor, capital, investment and currency, while the latter analyzes challenges faced by underdeveloped and developing countries.

ENGLISH

| | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---------------------|---|--|---|--|
| College Prep | * English 9 | * English 10 * The Art of Writing | * English 11 | * English 12 |
| Honors | * English 9 Honors *FLHS Pre-IB English 9 SL | * English 10 Honors * FLHS Pre-IB Literature 10 SL * The Art of Writing | * English 11 Honors | * English 12 Honors |
| AP | * English 9 Honors | * English 10 Honors * The Art of Writing | * AP English Language & Composition * AP English Literature & Composition | * AP English Language & Composition * AP English Literature & Composition |
| IB | *FLHS Pre-IB English 9 SL | * FLHS Pre-IB Literature 10 SL | * IB English I | * IB English II |
| Electives | * Journalism * Yearbook * The Graphic Novel/Myth, Fantasy & Science Fiction * Writing for ELLs * English Strategies *Career & Academic Preparation I *Professional Communications | * Journalism * Journalism II * Yearbook * Yearbook II * The Graphic Novel/Myth, Fantasy & Science Fiction * Movies & Literature * Writing for ELLs * English Strategies *Career & Academic Preparation I *Professional Communications | * Journalism * Journalism II * Yearbook * Yearbook II * The Graphic Novel/Myth, Fantasy & Science Fiction * Movies & Literature * Female Voices in Literature * Writing for ELLs * English Strategies *Career & Academic Preparation I *Professional Communications | * Journalism * Journalism II * Yearbook * Yearbook II * The Graphic Novel/Myth, Fantasy & Science Fiction * Female Voices in Literature * Writing for ELLs * English Strategies *Career & Academic Preparation I *Professional Communications |

English 9/English 9 Honors

Credits 5.00, Grade 9

Honors Prerequisite: Students must meet Honors entry criteria.

English 9 focuses on grammar, composition, vocabulary, research, reading strategies, and academic writing. Students study multiple genres of literature such as poetry, short stories, non-fiction readings, drama, and novels. Students will explore these texts through rich, thematic units including varied works from different time periods. Thematic units include: Innocence and Experience, Dreams and Aspirations, Free Will and the Impact of Choices, and The Individual in Society. This course teaches students how to write a unified and coherent academic essay and improves research skills for research-based writing. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. In addition to the above titles, students enrolled in English 9 Honors/Pre-IB English 9 SL may read *Anthem* and *A Raisin in the Sun*. Students should expect to be challenged with more rigorous coursework.

FLHS Pre-IB English 9 SL

Credits 5.00, Grade 9

GPA Weight: Honors

Prerequisite: Students must meet Honors entry criteria or have been admitted into the Pre-IB program.

The English 9 Honors/Pre-IB English 9 SL focuses on grammar, composition, vocabulary, research, reading strategies, and academic writing. Throughout the thematic units, students will study five genres in-depth: short story, novel, drama, poetry, and nonfiction. Additionally, students will explore rich literary themes in varied works from different time periods. Core readings may include: *Of Mice and Men*, *Lord of the Flies*, *Alice in Wonderland*, *The Merchant of Venice*, and *the Odyssey*. This course teaches students how to write a unified and coherent academic essay and a research paper. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. In addition to the above titles, students enrolled in English 9 Honors/Pre-IB English 9 SL may read *Anthem* and *A Raisin in the Sun*. Students should expect to be challenged with more rigorous coursework.

English 10/English 10 Honors

Credits 5.00, Grade 10

Honors Prerequisite: Students must meet the Honors entry criteria.

In addition to enhancing reading and writing standards established in ninth grade, English 10 provides a literary perspective based on intercultural connections and global influences. Students will examine literature from various eras and cultures through rich, thematic units including varied works from different time periods. Thematic units include: Empathy, Redemption, Tradition Versus Change, and Oppression and Hope. This course further refines the multi-paragraph composition, with emphasis on the development of compare/contrast and argumentative essays. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. Students enrolled in English 10 Honors are exposed to more advanced reading selections and will challenge themselves with more rigorous coursework.

The Art of Writing/ the Art of Writing A

Credits 2.50, Grade 10

This is a mandatory course required for graduation designed to reinforce good writing and editing skills through narrative, argumentative, and descriptive essay assignments. Comprehensive editing, peer review, and teacher conferences will help students develop a clear understanding of effective writing. This course also provides students with an outlet for creative expression, including with the writing of an original short story. Additionally, students will continue to improve their reading, vocabulary, and sentence structure/grammar skills. Students will also read selected fiction and nonfiction texts of varied length during the semester.

FLHS Pre-IB Literature 10 SL

Credits 5.00, Grade 10 (*English 10 Honors alternative*)

GPA Weight: Honors

Prerequisite: Students must meet the Honors entry criteria.

FLHS Pre-IB Literature explores the relationship between literature and theatre. Students focus on close reading, critical writing, and perceptive discourse, while understanding the practical, aesthetic, and symbolic elements of performance. This course is organized into three parts, each of which is focused on a different aspect of literature and performance. Together, these three parts cover the critical study of literary texts, the exploration of chosen approaches to a text, and the realization of texts in performance. Students explore a wide variety of textual genres and analyze the concepts of transformation and the ways production and perception shape meaning.

English 11/English 11 Honors

Credits 5.00, Grade 11

Honors Prerequisite: Students must meet the Honors entry criteria.

Utilizing skills and knowledge gained in prior grades, students in English 11 analyze the role(s) of a non-conformist in society. This curriculum examines our nation's ever-changing voice from early settlers to contemporary Americans. In addition to exploring an array of literary genres, students explore four core themes: The Search for Identity, Overcoming the Past, Conformity and Rebellion, and The American Dream Then and Now. Students write varied compositions that include an autobiography, an argumentative essay, and an expository essay. To reinforce SAT preparedness, students learn advanced vocabulary and augment critical reading skills. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. Students enrolled in English 11 Honors read *The Invisible Man* in addition to the above titles and challenge themselves with more rigorous coursework.

IB English I HL

Credits 5.00, Grade 11

Prerequisite: Students must meet the AP entry criteria.

This course provides students with extensive experience and training in the study, interpretation, and analysis of literary works. Students enrolled in this course complete the first year of the two-year IB English I HL course (see IB English II HL). Students are required to take the oral and written IB English exams. Students who are not IB Diploma candidates and do not wish to continue into the second year of the course are not required to do so.

AP English Language & Composition

Credits 5.00, Grades 11-12

Prerequisite: Students must meet the AP entry criteria.

This course requires mature and skillful writing for a variety of purposes, as well as analytical reading of complex and varied texts from a wide range of time periods. Nonfiction is the primary genre, which includes essays, letters, memoir, political discourse, and speeches. Students write in all four primary modes (exposition, narration, description, and argumentation) and learn to develop their writing through such strategies as compare/contrast, cause/effect, division or analysis, and example. Students are encouraged to read a text from a writer's point of view as well as a reader's point of view. This is an approach that puts students in touch with the importance of craft and helps them develop their own distinct style. Writing is taught as a process. Throughout the year, students take timed AP practice exams as they are required to take the May exam. Students must complete assigned summer work prior to the start of the school year.

English 12/English 12 Honors

Credits 5.00, Grade 12

Honors Prerequisite: Students must meet the Honors entry criteria.

Building on proficiencies emphasized in previous grades, students in English 12 explore how social institutions shape identity. This final year of high school English focuses on rigorous literature, exemplified in the following themes: Identity, Good vs. Evil, Science and Technology, and Society and Class. Some example texts can be: Macbeth, Brave New World, Frankenstein, White Teeth as well as an extensive Poetry Unit. In addition to reading analysis, this course incorporates an expansive research project followed by a research paper. Students are also taught to write effective college essays in their own style and voice. These writing requirements are specifically designed to enrich college and career readiness for seniors. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. Students enrolled in English 12 Honors challenge themselves with a more rigorous course including deeper reflection and analysis of aforementioned themes.

IB English II HL

Credits 5.00, Grade 12

Prerequisite: Students must meet the AP entry criteria and have successfully completed IB English I.

This course continues at the conclusion of IB English I HL. This second year of the two-year course focuses more on literary commentary, where students examine a wide range of literary pieces. Additionally, students choose a literary genre and explore representative writers' works in depth. Students are required to take the oral and written IB English exams.

AP English Literature & Composition

Credits 5.00, Grades 11-12

Prerequisite: Student must meet the AP entry criteria.

This course requires critical analysis through the close reading of fictional narratives. Literary styles, structures, themes, and other literary elements are studied. Students examine representative works of recognized literary merit from the sixteenth century to the twenty-first century, which include: Wuthering Heights, Heart of Darkness, A Doll's House, The Color Purple, and White Tiger. Advanced writing includes literary analysis, critical commentary,

and poetry explication. Students must complete assigned summer work prior to the start of the school year. Students are required to take the AP exam in May.

English as a Second Language (ESL Beginner LAL, ESL Intermediate LAL, ESL Advanced LAL)

Credits: 5.00, Grades 9-12

This course is designed to create an effective and supportive environment for ELL students. Courses for beginner, intermediate, and advanced non-native speakers are designed to support the use of English in four areas of communication: listening, speaking, reading, and writing. Additionally, students will learn how to analyze and write narrative, persuasive, expository, and descriptive essays. Students will read biographies, current event articles, editorials, essays, poetry, dramas, and more. Upon successful completion of this course, students will attain the fluency required to perform proficiently in their mainstream classes. There are three separate ESL courses available to student at FLHS: Beginner, Intermediate, and Advanced. A student's proficiency level using WIDA screener or WIDA Access 2.0 in conjunction with other measures will be used to determine which ESL LAL course meets their individual need. Preparedness for standardized tests such as ACCESS, NJSLA, SAT, and TOEFL is further supported.

ENGLISH ELECTIVES

Career & Academic Preparation I

Credits 5.00, Grades 9

Career & Academic Preparation I is a pass/fail course designed to focus on the development and implementation of the fundamental skills necessary for both career and academic success. Guided instruction, the use of technology, class discussions, practice and skill implementation, and one-to-one conferences will provide a platform for students to develop the skills necessary to work independently and efficiently to meet their academic goals. Areas of focus include organization, communication, self-advocacy, time management, test-taking, problem solving, listening and writing skills, and timely completion of assignments.

Career & Academic Preparation II

Credits 5.00, Grades 10-12

Career & Academic Preparation II is a pass/fail course designed to focus on the development and implementation of the fundamental skills necessary for both career and academic success. Guided instruction, the use of technology, class discussions, practice and skill implementation, and one-to-one conferences will provide a platform for students to develop the skills necessary to work independently and efficiently to meet their academic goals. Areas of focus include organization, communication, self-advocacy, time management, test-taking, problem solving, listening and writing skills, and timely completion of assignments.

English Strategies

Credits 5.00, Grades 9-12

English Strategies is a pass/fail course designed to support students in both their current English class and aid in the development and proficiency of basic English skills. The course focuses on student deficiencies in the areas of reading and writing. Primary targets are vocabulary development, active reading strategies, grammatical usage, sentence structure, and paragraph organization. Students will also be instructed on how to maintain academic material organization. The small group design of this class allows for a more personalized approach to address the needs of each student.

Writing for ELLs

Credits 5.00, Grades 9-12

Students will practice and learn written constructs to support academic contexts in all subject areas. The curriculum will provide specific opportunities for students to explore varied genres of writing and skill development, specifically tailored for the emerging English Language Learner. The curriculum will require students to engage in a variety of writing tasks such as:

- Argumentation tasks will support student writers to take a position and provide a convincing set of reasons for that position.
- Informational/Explanatory tasks will involve expository writing used to explain, describe, and inform to provide information to the reader or describe something accurately.
- Narrative writing tasks that will prepare students for research papers, opinion pieces, email, memo or letter writing. Students will have opportunities to write a written description of an event or experience or to write a comprehensible narrative based upon material gathered through researching, polling or interviewing.
- Creative tasks which include fiction and poetry writing will also be integrated throughout the curriculum.

Journalism I

Credits 5.00, Grades 9-12

This is an elective course designed for students interested in further enhancing their skills as writers. It focuses on the history of journalism and contemporary media literacy. Students will also learn about the ethical responsibilities of journalists implicit in today's global press. Students learn the fundamentals of news, feature, editorial, and sports writing. Copy reading, news style, and editing are emphasized. Students create numerous original stories using varied structures and writing techniques, while learning to create computer generated layouts and graphics.

Journalism II

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Journalism I.

News happens fast and often. It is said that “the news never sleeps” and they may be right. Journalism II is an advanced course in journalistic reporting and writing devoted to learning how to prepare in-depth articles on issues and events of Fort Lee High School and the Fort Lee community. Students will extend their knowledge of the legal and ethical issues facing journalists today. Emphasis will be on the techniques, ethics, and responsibilities of conducting interviews and research, crafting pieces for newspapers and other publications, and applying photography and videography skills in reporting news. Students will develop a portfolio of writing samples, proposal ideas and letters for the editor of The Fort Leeder and other popular newspapers, magazines and online publications. In addition, students will apply layout and design concepts using Adobe InDesign to design pages for newspapers and magazines.

Movies and Literature

Credits 5.00, Grades 10-12

Motion pictures, much like novels, can be read and understood as reflections of the geographic, economic, and social environments that produce them. In the Movies and Literature course, students will look at landmark films and consider how movies connect with other arts, social and political currents, and how film itself forms a distinct medium of expression. An emphasis in this course will be placed on journal keeping, active critical viewing, analytic writing, and seminar discussion. Units will explore the novel, the short story, poems, essays, and film while examining the issues and elements pertaining to the genres and examining the role of director as author. This course investigates the similarities and differences between film, art, traditional literary forms, and literature in film.

Female Voices in Literature

Credits 5.00, Grades 11-12

Female Voices in Literature is a course for students who are interested in the exploration of prominent and famous female characters and authors in literature. Students will approach the course as a genre study focusing on poetry, short stories, essays, and novels written by some of the most prolific female authors to date. Through these pieces, students will discuss and identify the way ethnicity, era, politics and society impact the author's' words and feelings. Students will be given the opportunity to read and analyze literature that is not from the traditional male-dominated perspective. Students will analyze the way socio-economics, sexual identity, race, and culture impact the work of each author. Students taking Female Voices will complete the course with knowledge of how society and gender inform a writer's purpose and gain an understanding of the historical context of each piece. Students will identify and discuss the way each piece was received by contemporaries versus how the work is viewed now. The range of authors will include, but not be limited to: Zora Neale Hurston, Maya Angelou, Georgia O'Keefe, Emily Dickinson, Jhumpa Lahiri, Alice Walker, Amy Tan, and Gloria Steinem.

Yearbook Production I

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Journalism I recommended.

Students in Yearbook Production I create Fort Lee High School's yearbook, Pioneer. They learn all the aspects of yearbook design and production. These aspects include, but are not limited to: publication design, photojournalism, journalistic writing, organization skills, ad sales, and teamwork. Students in this class are responsible for the creation and production of a certain number of assigned page layouts. Page layout assignments include: collecting and taking photographs at school activities, club meetings, and athletic events, conducting interviews, writing captions and stories, organizing the information into well-designed page layouts, meeting deadlines, and editing the pages for spelling errors and misinformation. The overall class goal is to yield high-quality yearbook pages. Students learn skills in desktop publishing on Josten's yearbook program online. Leadership opportunities are available. Class work time may be required outside of the regular class period. The yearbook operates on a strict publishing deadline schedule to ensure the yearbook is distributed each June. Students in this course are encouraged to be part of the Pioneer Club and will be required to attend after school meeting as much as possible to meet the six publisher-set deadlines.

Language Arts Literacy

Credits: 5.00, Grades 9-12

This course is designed specifically for ELL students to further develop their understanding of English and prepare them for standardized tests, such as NJSLA. Students learn to write expository and argumentative essays as a process that proceeds from pre-writing to draft, revision, and final copy. They use assignment-specific rubrics to guide them towards unified and coherent compositions. The intensive study of vocabulary, and grammar ensure that students learn to write standard English. Novels, short stories, current event articles, and NJSLA like passages/excerpts highlight the reading portion. Students are expected to identify such components as main ideas, supporting details, context clues, and literary devices.

Professional Communications

Credits: 5.00, Grades 9-12

Professional Communications is a combination of written and graphic communication in a career-based/professional environment with a strong focus on enhancing speaking and presentation skills, while lessening speaker anxiety. Most colleges and future careers require individuals to be creative and have a background in applications such as Google Docs/MSWord, GoogleSlides/MS PowerPoint, and Google Sheets/MS Excel, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Its ultimate goal is to prepare students for success in public speaking situations and to provide them with the organization, research, and presentation skills needed for effective formal presentations.

SOCIAL STUDIES

| | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---------------------|--|--|--|--|
| College Prep | * US History I | * US History II | * World History | *Electives listed below |
| Honors | * US History I Honors | * US History II Honors | * World History Honors | *Electives listed below |
| IB & AP | * US History I Honors | *AP US History | *IB World History I HL | * IB World History II HL |
| Electives | <p>*The History Of Civil Rights Through Media 1950-Present</p> <p>*Contemporary Asian Politics & Culture</p> | <p>*The History Of Civil Rights Through Media 1950-Present</p> <p>* FLHS Pre-IB/AP Economics</p> <p>*Law and Society: An Introduction to the American Legal System</p> <p>*Contemporary Asian Politics & Culture</p> <p>*Foundations of Bilingual and Multicultural Education Honors</p> <p>*Child Development and Learning Honors</p> | <p>*The History Of Civil Rights Through Media 1950-Present</p> <p>* Sociology</p> <p>*Law and Society: An Introduction to the American Legal System</p> <p>* AP US Government and Politics</p> <p>*Psychology Honors</p> <p>* IB Theory of Knowledge</p> <p>* Race, Gender, and Equity</p> <p>* FLHS Pre-IB/AP Economics</p> <p>*Women in American History</p> <p>*Contemporary Asian Politics & Culture</p> | <p>*The History Of Civil Rights Through Media 1950-Present</p> <p>* Sociology</p> <p>*Law and Society: An Introduction to the American Legal System</p> <p>* AP US Government and Politics</p> <p>*Psychology Honors</p> <p>* IB Theory of Knowledge</p> <p>* Race, Gender, and Equity</p> <p>* FLHS Pre-IB/AP Economics</p> <p>*Women in American History</p> <p>*Contemporary Asian Politics & Culture</p> |

| | | | | |
|--|--|--|--|--|
| | | | *Foundations of Bilingual and Multicultural Education Honors *Child Development and Learning Honors | *Foundations of Bilingual and Multicultural Education Honors *Child Development and Learning Honors |
|--|--|--|--|--|

United States History I

Credits 5.00, Grade 9

This course examines the American experience from the beginnings of the New World through the 1920's. Emphasis is placed on the social, political, economic, and geographic forces which have shaped the multi-faceted growth of the United States. The ultimate goal of this course, is for students to develop the ability to apply their insights into the past to their understanding of, and involvement in, present and future issues of national concern.

United States History I Honors

Credits 5.00, Grade 9

Prerequisite: Students must meet Honors entry criteria.

The Honors course in United States History I parallels the content of the United States History I course. However, due to the extra reading assignments, analytical essay writing, and research papers, a student should read with facility and be capable of working with a minimum amount of supervision.

United States History II

Credits 5.00, Grade 10

Prerequisite: US History I

United States History II, a full year course is offered following the completion of United States History I. This course examines the development of the United States from the Great Depression to the present. Major areas of study include social legislation, 20th Century Wars, the New Deal, United States foreign policy, United States domestic policy, and trends of the 21st Century.

United States History II Honors

Credits 5.00, Grades 10-12

Prerequisite: Students must meet Honors entry criteria.

The content of the honors course in United States History II parallels the content of the United States History II course. Since the process of inquiry, investigation, and study are always stressed rather than just the acquisition of predetermined factual information, instruction in the use of critical analysis and its applicability to social, economic, political, and geographic questions, both past and present, is of equal importance to content. At the honors level, students will be required to demonstrate a greater proficiency in creating written and oral arguments as well as conducting and completing independent research projects that incorporate primary and secondary source documents.

AP United States History

Credits 5.00, Grades 10-12

Prerequisite: Students must meet AP entry criteria.

AP United States History is the equivalent of a college-level introductory course in United States History. This course deals with the period from the Post-Reconstruction Era through to the present. This course parallels United States History II. Students will be expected to make use of the content learned in United States I, both in class and in preparation for the AP Exam in the spring. Due to the extra reading assignments, monthly papers, and the intensity of student centered class discussions, a student should read with facility and be capable of working with a minimum amount of supervision. Students are required to take the AP exam in May.

World History

Credits 5.00, Grade 11

The World History course focuses on the evolution of modern political, economic, and social institutions throughout the world. Major emphasis is placed on the development of new political forms such as mass democracy and totalitarianism and the competing economic systems of capitalism, socialism, and communism. In addition, the processes of imperialism and decolonization will be explored in the context of the Industrial Revolution and the two World Wars.

World History Honors

Credits 5.00, Grade 11

Prerequisite: Students must meet Honors entry criteria.

The World History Honors course focuses on the same content as the World History course. At the honors level, students will be required to demonstrate greater proficiency in creating written and oral arguments as well as conducting and completing independent research projects that incorporate primary and secondary sources.

AP World History

Credits 5.00 Grades 11-12

Prerequisite: Students must meet AP entry criteria.

The content of the course includes human history from approximately 1200 CE to the present, emphasizing global processes and interactions. Human societies are studied at the macro-level, focusing not on detailed information regarding specific rulers and regimes but rather on events and processes of global significance. Topics covered include: trade networks such as the Silk Roads, the Trans-Saharan, and the Indian Ocean; state building in the Americas and Africa; world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism; the fragmentation of the Abbasid Caliphate and emergence of new Islamic entities; the emergence of modern states in Eurasia; industrialization and its connections to imperialism, etc. Students are required to take the AP exam in May.

IB World History I HL

Credits 5.00 Grade 11

Prerequisite: Students must meet IB/AP entry criteria.

IB History I HL is the first year of the two year IB History sequence. IB History emphasizes the understanding of not only content but also how the discipline works. In other words, history in the IB program is an exploratory subject that poses questions without providing definitive answers. Primary sources and the arguments of historians are critically evaluated in both analytical essays and class discussions. In the first year of the course, the content parallels the AP World History curriculum and prepares students to take the AP examination in the spring. Students who are not IB Diploma candidates and do not wish to continue into the second year of the course are not required to do so.

IB World History II HL

Credits 5.00, Grade 12

Prerequisite: Students must meet IB/AP entry criteria.

IB History II HL is the second year of the IB History sequence. The second year of the course is a comparative exploration of the development of modern political and economic institutions in Europe and Asia. Special attention is placed on the divergent reactions of China and Japan to Western expansion tracing the rise and fall of the Qing and Tokugawa regimes as well as the evolution of the People's Republic of China and Meiji Japan. In preparation for the IB examinations in the spring, students will write analytical essays incorporating specific historical evidence while challenging existing historical interpretations. Finally, the analysis of the value and limitations of primary sources will be a major focus of study.

FLHS Pre-IB/AP Economics

Credits 5.00, Grade 10-12

Prerequisite: Students must meet AP/IB entry criteria.

FLHS Pre IB/AP Economics is a fast paced college-level course that focuses on the decision making of individuals, businesses and government. Students will study a variety of economic theories and analyze their practical application in the real world. Extensive math skills are not required; however, the ability to analyze graphs and charts is essential. This yearlong course covers both micro and macroeconomics. Microeconomics focuses on the behavior of individuals and firms - the supply and demand for products and labor, profit maximization and market structure, and market failure. Macroeconomics focuses on the economy as a whole, both domestically and internationally. It introduces students to measures of economic health, fiscal policy, monetary policy, and international economics. Students are expected to take two separate AP exams in May - one for Microeconomics and the other for Macroeconomics. The course will also analyze topics that are part of the IB Economics curriculum, specifically International Economics and Economic Development. The former will explore the international movement of labor, capital, investment and currency, while the latter analyzes challenges faced by underdeveloped and developing countries domestically and within a global context. Students are required to take the AP exam in May.

Sociology

Credits 5.00, Grades 11-12

Sociology is a full year survey course that provides students with the opportunity to understand human behavior and sociological research methods. Through study and self-reflection students will gain a better understanding of collective human behavior and interaction.

AP United States Government and Politics

Credits 5.00, Grades 11-12

Prerequisite: Students must meet AP entry criteria.

The purpose of the Advanced Placement course in U.S. Government and Politics is to examine the institutions, participants and processes that characterize political activity in this country. The contemporary nature and function of the American political system will be stressed. Additionally, students will be prepared for the AP exam in the spring. By the completion of the course it is hoped that students will have an interest in public issues, appreciate their responsibilities to the political system and internalize a healthy set of political values which will help shape their role as future citizens. Students are required to take the AP exam in May.

Psychology Honors

Credits 5.00, Grades 11-12

Prerequisite: Students must meet Honor entry criteria.

Psychology Honors is a challenging course that closely follows material presented in an introductory psychology college course. The topics covered include research methods, biological bases of behavior, personality, child and adolescent development, social psychology, sensation and perception, cognition, learning and abnormal psychology.

IB Theory of Knowledge HL

Credits 3.00 or 5.00, Grades 11-12

GPA Weight: AP

Prerequisite: Students must meet AP entry criteria.

The Theory of Knowledge course is the central element of the IB Diploma Program. It encourages critical thinking about the nature of knowledge and helps students assess the knowledge claims they encounter in their classes and their lives. Its core content includes questions like: What counts as knowledge? How does it grow? What are its limits? Are there objective standards in art? Is mathematics discovered or invented? How reliable are our senses at representing the external world? Can there be a science of ethics? Do humans have free will? Success in the course requires extensive reading of often difficult texts, the writing of many analytical essays, and participation in classroom debates and presentations.

Race, Gender, and Equity

Credits 5.00, Grades 11-12

This course is based on the belief that education in a democracy must be what Alexis de Tocqueville called “an apprenticeship in liberty”. Utilizing the Facing History and Ourselves curriculum, students work to find meaning in the past and recognize the need for participation and responsible decision making. The course will engage students in an examination of racism and police brutality, prejudice and the LGBTQ+ community, gender discrimination and anti-Semitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of genocide and other examples of collective violence, students will make the essential connection between history and the moral choices they confront in their own lives. This course also seeks to help students develop practical models for civic engagement that are linked to the study of movements for human rights, such as the African-American Civil Rights and Gay Rights Movements.

Women in American History

Credits 5.00, Grades 11-12

All too often, women’s contributions to history have been overlooked or overshadowed by their male counterparts. This course will examine the many women who have made a significant impact on American History and the challenges they faced along the way. Women studied in the course include: Abigail Adams, Elizabeth Cady Stanton, Sojourner Truth, Harriet Tubman, Susan B. Anthony, Alice Paul, Eleanor Roosevelt, Jackie Kennedy, and

Betty Ford among others. The course will include class readings, group assignments, and films. Students will gain a greater understanding of how these women have impacted American history.

The History of Civil Rights through Media 1950-Present

Credits 5.00, Grades 9-12

Civil rights has always been and continues to be a critically important topic in American society. Students enrolled in this course will gain a richer understanding of our country's troubled past with civil rights issues pertaining to ethnic and racial minorities, women, and the LGBTQ community. The course will examine the many courageous leaders who organized civil rights campaigns nationwide and their impact on American History. The course will make students more aware of the accomplishments of the Civil Rights Movement and how much more progress there is to be made. The students will view films that correlate to topics discussed in class and will examine their historical accuracy.

Law and Society: An Introduction to the American Legal System

Credits 5.00, Grades 10-12

This course provides practical information and problem-solving opportunities regarding the law. Students develop both knowledge of the law and skills necessary for survival in our law-based society. Students engage in active learning experiences such as mock trials, moot courts, role play, case studies, and simulations. Students explore the definition of law, civil rights and liberties, criminal law, the criminal trial process, torts, family and juvenile law, consumer and housing law, immigration law, intellectual property law, law and terrorism, and environmental law. Students will learn methods of dispute resolution as well as identify and analyze public issues. Students will prepare to compete in Mock Trial competitions. Exploration of legal careers will be a theme throughout the course.

Contemporary Asian Politics and Culture

Credits 5.00, Grades 9-12

Contemporary Asian Politics and Culture explores the modern history, contemporary politics, and popular culture in East Asia. Case studies of Korea, China, and Japan, will focus on the historical evolution of these countries from the nineteenth century to present. Particular attention will be paid to crucial contemporary issues of the region such as Chinese foreign policy in the South China Sea and Taiwan, the relationship between North and South Korea, and Japan's decades long recession. In addition, important literacy texts and films will be analyzed for their socio-political content. Finally, Asian popular culture phenomena such as manga, anime, K-Pop, etc.... will be studied as worldwide commodities.

Foundations of Bilingual and Multicultural Education Honors

Credits 5.00, Grades 10-12

GPA Weight: Honors

Prerequisite: Students must meet Honors entry criteria.

This course will provide students with their knowledge necessary for understanding the historical, political, legal, social and educational aspects of bilingual and multicultural education and how such knowledge influences teacher

practices in Bilingual and ESL programs. Critical discussion of historical and current struggles for access to education in American history is central to this course. Another key focus of this course is learning about methods through which teachers can effectively explore and celebrate diversity in language, culture, religion, gender, ability and other areas inherent in American classrooms through engaging in culturally relevant instruction; incorporating meaningful, authentic assessment; and including multiple perspectives throughout the curriculum. New research in the areas of bilingual and multicultural education will be examined, and students will analyze and apply best practices based on this research. Students will have an opportunity to earn college credit through William Paterson University.

Child Development and Learning Honors

Credits 5.00, Grades 10-12

GPA Weight: Honors

Prerequisite: Students must meet Honors entry criteria.

This course explores child development and learning in physical, cognitive, linguistic, social, moral and emotional domains from birth through adolescence, and the application of knowledge of child development in education settings spanning preschool through high school. In addition to exploring issues central to developmental theories and principles, the role of children's context and culture, as well as research on child development will be examined. The course employs a combination of readings, concept elucidating activities, observations, case study analyses, mini-research projects, and self-examination. Students will have an opportunity to earn college credit through William Paterson University.

MATHEMATICS

| | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|-----------------------|---|--|---|---|
| College Prep A | * Algebra I A *Geometry I A | * Geometry A *Algebra II A | * Algebra II A *Practical Math *Introduction to Pre-Calculus | * Algebra II A *Practical Math *Introduction to Pre-Calculus *Finite Math *Pre-Calculus |
| College Prep | * Geometry | * Algebra II | * Pre-Calculus *Finite Math *Statistics & Probability | *Calculus *Finite Math *Statistics & Probability |
| Honors | * Geometry Honors *Algebra II Honors | *Algebra II Honors *Pre-Calculus Honors/IB Math I SL *IB Math I HL | * Calculus Honors *Pre-Calculus Honors/IB Math I SL *IB Math I HL *IB Math II SL *AP Calculus BC/IB Math II HL *AP Calculus AB | * Calculus Honors *IB Math II SL *AP Calculus BC/IB Math II HL *AP Calculus AB |
| IB | *Geometry *Geometry Honors *Algebra II *Algebra II Honors | *Algebra II *Algebra II Honors *Pre-Calculus Honors/IB Math I SL *IB Math I HL | *Pre-Calculus Honors/IB Math I SL *IB Math I HL *IB Math II SL *IB Math II HL | *IB Math II SL *AP Calculus BC/IB Math II HL |
| Electives | *Computer Programming *Math Strategies *Career & Academic Preparation I | *Computer Programming *C++ Computer Programming Honors *Math Strategies *Career & Academic Preparation II | *Computer Programming *C++ Computer Programming Honors *AP Computer Science A *AP Computer Science Principles *Math Strategies *Career & Academic Preparation II | *Computer Programming *C++ Computer Programming Honors *AP Computer Science A *AP Computer Science Principles *Math Strategies *Career & Academic Preparation II |

In an effort to ensure student success, many of the courses listed below have recommended prerequisites. Besides successful completion of the prior course in the math sequence, the teacher's recommendation is very important for each course because it reflects observations by the teacher of each student's demonstrated ability, consistent effort, and intrinsic motivation. Other considerations when placing students, especially those interested in Honors or AP courses, may include standardized test scores, performance on qualifying assessments, and satisfactory completion of a summer assignment.

Algebra I and Algebra I A

Credits: 5.00, Grades 9-11

*Students will be placed in Algebra or Algebra A based on teacher recommendation and past performance. Course descriptions are identical. Differing factors include time on task, depth of understanding and amount of time spent in review of prerequisite skills.

Students will develop their number sense and will perform standard numerical operations, including estimations with real numbers. They will represent and analyze linear and non-linear relationships among variable quantities and solve problems involving patterns, functions, and other algebraic concepts. They will develop the mathematical process skills of communication, making connections, reasoning, developing representations, and using available technologies to solve problems. Data analysis and probability are also integrated into this course.

Geometry and Geometry A

Credits: 5.00, Grades 10-11

Prerequisite: Successful completion of Algebra I.

*Students will be placed in Geometry or Geometry A based on teacher recommendation and past performance. Course descriptions are identical. Differing factors include time on task, depth of understanding, and amount of time spent in review of prerequisite skills.

Euclidean geometry is used as a model to develop an understanding of logical methods of thinking and deductive reasoning. Concepts of spatial and coordinate geometry are reinforced. The course also focuses on a study of lines, triangles, quadrilaterals and other polygons, similarity, right triangle trigonometry, circles, surface areas, and volumes.

Geometry Honors

Credits: 5.00, Grades 9-10

Prerequisite: Successful completion of Algebra I and meets Honors entry criteria.

A comprehensive coverage of geometry is enhanced by an emphasis on logic, formal proofs, solid geometry, and geometric applications. Trigonometric concepts are also introduced and developed.

Euclidean geometry is used as a model to develop an understanding of logical methods of thinking and deductive reasoning. Concepts of spatial and coordinate geometry are reinforced. The course also focuses on a study of lines, triangles, quadrilaterals and other polygons, similarity, right triangle trigonometry, circles, surface areas, volumes, all things covered in geometry, and three-dimensional figures. Algebra I skills will be applied and used in geometric concepts.

Algebra II and Algebra II A

Credits: 5.00, Grades 10-11

Prerequisite: Successful completion of Algebra I and Geometry.

*Students will be placed in Algebra II or Algebra II A based on teacher recommendation and past performance. Course descriptions are identical. Differing factors include time on task, depth of understanding and amount of time spent in review of prerequisite skills.

Drawing from skills developed in Algebra I and geometry, students will deepen their understanding of various functions and their graphs and expand their ability to make connections between mathematical concepts. Topics such as quadratics and polynomials are also introduced or reinforced with an emphasis on relationships to real-life situations.

Algebra II Honors

Credits: 5.00, Grades 9-11

Prerequisite: Successful completion of Algebra I and Geometry and meets Honors entry criteria.

Drawing from skills developed in Algebra I and Geometry, students will deepen their understanding of various functions and their graphs and expand their ability to make connections between mathematical concepts. New topics such as polynomials, exponential logarithms and trigonometry are also introduced or reinforced with an emphasis on relationships with real-life situations. Students are also introduced to topics in Pre-Calculus.

Finite Math

Credits: 5.00, Grades 11-12

Prerequisite: Successful completion of Algebra II.

This course is one of the options for a third or fourth year of mathematics. Utilizing numerical investigations, algebra, statistics, geometry, graphing and business application problems, this course helps prepare students for many college math courses and careers.

Practical Math and Financial Literacy

Credits: 5.00, Grades 11-12

Prerequisite: Successful completion of Algebra I and Geometry.

This course will provide students with strategies to strengthen and reinforce the skills necessary for success in college math courses, future careers, and/or managing household budgets and personal finances. Topical strands address money management, credit and debt management, planning, saving and investing, becoming a critical consumer, risk management and insurance, and civic financial responsibility.

Statistics and Probability

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Algebra I, Geometry and Algebra II.

Students in Statistics and Probability will be introduced to the basics of data analysis. The scope of the course will include the identification of samples and sampling techniques, analysis of data using a variety of statistical tests and measures, different graphical representations of data and distributions, and the application of probabilities as a predictive tool. Throughout the year, students will participate in several projects in which studies are carried out and sound statistical analysis is applied.

Introduction to Pre-Calculus

Credits: 5.00, Grades 11-12

Prerequisite: Successful completion of Algebra IIA or Algebra II.

Introduction to Pre-Calculus is designed to prepare students who have completed Algebra II for success in pre-calculus and more advanced courses. The curriculum is designed to strengthen students understanding of advanced algebra topics including but not limited to polynomial functions, periodic functions, trigonometric equations and identities, quadratic relations, and conic sections.

Pre-Calculus

Credits: 5.00, Grades 11-12

Prerequisite: Successful completion of Algebra II.

In this course, students will demonstrate a level of proficiency in solving linear and quadratic equations, systems of equations, and inequalities. They will also use graphing calculators to visualize, verify, and explore graphing functions, understand the concept of polynomial, rational, exponential and logarithmic functions and models, evaluate and graph trigonometric functions and solve application problems; use matrices to solve equations, and be introduced to the concept of limits. Pre-Calculus will further develop student understanding of these and other higher order mathematical concepts and skills, and help prepare them for success in future college math courses and careers in business, applied mathematics, and the sciences.

Pre-Calculus Honors/ IB Math SL I (Mathematics: Analysis and Approaches)

Credits: 5.00, Grades 9-12

GPA Weight: Honors

Prerequisite: Successful completion of Algebra II or Algebra II Honors and meets Honors entry criteria.

This is an advanced mathematics course designed to prepare students for IB Math II SL and AP Calculus AB. In addition to the topics listed above in regular Pre-Calculus, students will develop a high level of proficiency working with higher degree polynomials, fundamental theorem of algebra, reciprocal and rational functions, logarithmic and exponential functions and their properties, logistic function, graphic and analytic trigonometry, vectors, parametric, probability and statistics, discrete mathematics, matrices, introductory concept of limits. This course is strongly recommended for students that plan on taking the AP Calculus AB and/or IB Math SL exam in the following school year.

IB Math SL II (Mathematics: Analysis and Approaches)

Credits 5.00, Grades 11-12

GPA Weight: Honors

Prerequisite: Successful completion of Pre-Calculus or Pre-Calculus Honors/IB Math SLI and meets the Honors entry criteria.

This course caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply mathematical techniques learned in Pre-Calculus into more advanced application in Calculus. This course is designed to benefit students who will need a sound mathematical background as they prepare for future students in subjects such as biology, chemistry, economics, psychology and business administration. In addition to the review of the Pre-Calculus Honors/IB Math SL I topics, Calculus topics will be introduced including: the concept of limits, average/instantaneous velocity of moving objects, optimization, and related rate (i.e. differential calculus), which will later lead into integral Calculus for students on distance traveled, and area/volume of irregular objects. Advanced topics such as continuity, derivatives, differentiability, Intermediate Value Theorem, Mean Value Theorem, anti-derivatives, integrals, areas between curves and volume of 3D structures created by revolution. The research/investigation project component, the Math Exploration, offers students a framework for developing real-life application and connections in their mathematical learning by using mathematical investigation modeling.

Calculus

Credits: 5.00, Grades 11-12

Prerequisite: Successful completion of Pre-Calculus or Pre-Calculus Honors/IB Math SL I.

This course is meant for students who want to challenge themselves with a fourth year of higher-level mathematics, and who may take a calculus course in college. Topics of study will include limits, continuity, derivatives, the calculus of transcendental functions (exponential, logarithmic and trigonometric), and some integration.

Calculus Honors

Credits: 5.00, Grades 11-12

Prerequisite: Successful completion of Pre-Calculus or Pre-Calculus Honors/IB Math SL I.

This course is meant for students who want to challenge themselves with a fourth year of higher-level mathematics, and who may take a calculus course in college. Topics of study will include limits, continuity, derivatives, the calculus of transcendental functions (exponential, logarithmic and trigonometric), and some integration including 3D volume calculation.

AP Calculus AB

Credits: 5.00, Grades 11-12

Prerequisite: Must meet the AP entry criteria, suggested completion of Pre-Calculus Honors/IB Math SL I.

AP Calculus AB is for students with strong mathematical skills who want to experience a comprehensive and rigorous course equivalent to one semester's worth of college-level calculus. Using their competency in Algebra II and Pre-Calculus, students will apply their skills to model the dynamic nature of the real world. Building from the concept of limits, students will examine average/instantaneous velocity of moving objects, optimization, and related rate; i.e. differential calculus which will later lead into integral calculus for studies on distance traveled, and area/volume of irregular objects. Advanced topics such as continuity, derivatives, differentiability, Intermediate Value Theorem, Mean Value Theorem, anti-derivatives, integrals, and areas between curves are also introduced with real-life applications. Students are required to take the May AP exam.

IB Math I HL (Mathematics: Analysis and Approaches)

Credits: 5.00, Grades 10-12

GPA Weight: AP

Prerequisite: Successful completion of Algebra II or Algebra II Honors and meets the AP entry criteria.

This is a rigorous mathematics course designed to prepare students for IB Math II HL and AP Calculus BC. In addition to the topics listed in Pre-Calculus Honors AB/IB Math I SL, students will develop a high level of proficiency working with advanced graphic and analytic trigonometry, 3D vectors, Vector product, mathematical induction, parametric, polar coordinates, polar form of complex numbers, DeMoivre's theorem, discrete mathematics including Normal and Poisson distribution, mathematical induction, expectation algebra, formal concept of limits, derivatives and differentiation techniques. This course is strongly recommended for students that plan on taking the AP Calculus BC and/or IB Math HL exam in the following school year.

AP Calculus BC/IB Math HL II (Mathematics: Analysis and Approaches)

Credits: 5.00, Grades 11-12

GPA Weight: AP

Prerequisite: Suggested completion of Pre-Calculus or Pre-Calculus Honors/IB Math SLI or IB Math HLI and meet AP/IB entry criteria.

This course is for students with strong mathematical skills who want to experience a comprehensive and rigorous course equivalent to two semesters' worth of college-level calculus.

Using their competency in prerequisite courses, students will apply their skills to model the dynamic nature of the real world. Building from the concept of limits, students will examine average/instantaneous velocity of moving objects, optimization, and related rate, distance traveled, area and volume of irregular objects. In addition to the topics of AP Calculus AB and IB Math II SL, topics covered in this course will include differential/integral calculus treatment for parametric, polar functions and vector, improper integrals, polynomial approximations, infinite series, differential equations and additional techniques in differential calculus. Students are expected to be able to work with various topics graphically, numerically, analytically, and verbally, and should understand the connections between these representations. All students in this class participate both AP calculus BC and IB Math HL exam at the end of the school year and will prepare and submit their work for IB Internal assessment for math – Math Exploration. Students are required to take the AP exam in May.

AP Statistics

Credits: 5.00, Grades 10-12

GPA Weight: AP

Prerequisite: Successful completion of Algebra 2 and meets the AP entry criteria.

This AP Statistics course is a one year course intended for capable students who wish to complete studies in high school which are equivalent to a one semester, introductory, non-calculus based, and college course in statistics.

The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and

drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns and drawing conclusions from data. Students frequently make use of these statistical tools to better understand real world data. Students are required to take the AP exam in May.

MATH ELECTIVES

Math Strategies

Credits: 5.00, Grades 9-12

Math Strategies is a pass/fail companion course that is taken with a student's core mathematics class which enriches understanding of fundamental math concepts. The students will learn both study skills as well as mathematics. Study skill topics include organization, note taking and summarizing, test preparation, and information retention. In addition, each student will receive assistance with their current level of mathematics as well as remedial instruction and skill building for previously learned topics. This course will reinforce basic skills and continue to build the foundational math knowledge of the student.

Career & Academic Preparation I

Credits 5.00, Grades 9

Career & Academic Preparation I is a pass/fail course designed to focus on the development and implementation of the fundamental skills necessary for both career and academic success. Guided instruction, the use of technology, class discussions, practice and skill implementation, and one-to-one conferences will provide a platform for students to develop the skills necessary to work independently and efficiently to meet their academic goals. Areas of focus include organization, communication, self-advocacy, time management, test-taking, problem solving, listening and writing skills, and timely completion of assignments.

Career & Academic Preparation II

Credits 5.00, Grades 10-12

Career & Academic Preparation II is a pass/fail course designed to focus on the development and implementation of the fundamental skills necessary for both career and academic success. Guided instruction, the use of technology, class discussions, practice and skill implementation, and one-to-one conferences will provide a platform for students to develop the skills necessary to work independently and efficiently to meet their academic goals. Areas of focus include organization, communication, self-advocacy, time management, test-taking, problem solving, listening and writing skills, and timely completion of assignments.

Computer Programming

Credits: 5.00, Grades 9-12

Computer Programming is a course for students who are interested in learning how a computer works and how to create programs using Microsoft Visual Basic. The course provides an excellent foundation in fundamental programming concepts and enhances students' problem solving skills. Students build on the concepts of sequence, decision, and repetition to create structured programs. They also learn how to create computer graphics, animations and sounds. The practical and "hands on" approach used in the class allows students to further develop and enhance their problem solving skills. For the final project, students conceive, design, and code their own program. At this stage, students will have mastered enough programming skills to create a video game, which is what many of them choose for their final project. This course may be taken for college credit.

C++ Programming Honors

Credits: 5.00, Grades 10-12

Prerequisite: Successful completion of Computer Programming with an earned final grade of 90% or above or demonstrates knowledge of a programming language.

C++ Programming Honors is for those students who wish to enhance their programming skills and study advanced programming techniques using the C++ Programming Language. C++ provides an excellent foundation for future study of Computer Science as a college major. Students will learn about data structures, arrays, searching and sorting techniques and graphics. This course is an excellent stepping-stone to learn the Java programming language in either the Advanced Placement Computer Science class or in college.

AP Computer Science A

Credits: 5.00, Grades 10-12

Prerequisite: Students must meet the AP entry criteria.

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions. The course emphasizes object-oriented programming and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large and complex problems. The AP Computer Science A course curriculum is compatible with many computer sciences courses in colleges and universities. Students are required to take the AP exam in May.

AP Computer Science Principles

Credits: 5.00, Grades 10-12

Prerequisite: Students must meet the AP entry criteria, successfully completed Computer Programming and C++ Honors and interview with the teacher.

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. A digital portfolio will be developed, consisting of a program written in a selected programming language of choice and a multimedia document highlighting an impact of technology. This course is designed to offer a rigorous and rich curriculum that aims to broaden participation in computer science. The course is offered as an independent study. Students are required to take the AP exam in May.

SCIENCE

| | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---------------------|---|---|---|---|
| College Prep | * Environmental Science | * Biology | * Chemistry A * Chemistry | * Physics |
| Honors | * Biology Honors | * Biology Honors * Chemistry Honors | * Chemistry Honors * Physics Honors | * Physics Honors |
| AP/IB | * Biology Honors <i>Honors Level Preferred</i> | * Biology Honors * Chemistry Honors <i>Honors Level Preferred</i> | * IB Physics SL * AP Chemistry * AP Biology * Physics Honors | * IB Physics SL * AP Chemistry * AP Biology * AP Physics 1 |
| Electives | | * Science Research Honors * Robotics | * Science Research Honors * Human Anatomy & Physiology * Forensic Science * Robotics * Botany & Floral Design | * Science Research Honors * Human Anatomy & Physiology * Forensic Science * Robotics * Botany & Floral Design |

In an effort to ensure student success, many of the courses listed below have recommended pre-requisites and/or co-requisites. Besides successful completion of the prior course in the science sequence, courses that integrate mathematics on a regular basis have math pre-requisites and/or co-requisites. The teacher's recommendation is also very important for each course because it reflects observations by the teacher of each student's demonstrated ability, consistent effort, intrinsic motivation, etc. Other considerations when placing students, especially those interested in honors or AP courses, may include standardized test scores, performance on qualifying assessments, and satisfactory completion of a summer assignment.

Science electives include Science Research Honors (3 full years), Human Anatomy and Physiology, Botany and Floral Design, Forensic Science and Robotics

Environmental Science

Credits 5.00, Grades 9-12

Environmental Science combines the study of Earth science, life science, and physical science by examining how the different spheres of the Earth interact. Students will investigate the basic principles of ecology as a foundation for studying the environment and the role of organisms in the matter and energy cycles of the Earth. The primary focus of the course will be studying the impact of humans on the natural world and how our actions with respect to energy and resource consumption, pollution, and biodiversity loss impact the Earth. Students will analyze environmental problems and the benefits/drawbacks of proposed solutions. By the end of this course, students will understand the major environmental challenges that we face in the 21st Century, as well as the role we play as individuals in addressing those challenges. Students will be called upon to become more thoughtful consumers, independent thinkers, and responsible global citizens.

Biology

Credits 6.00, Grades 9-10

Biology helps students develop a conceptual framework for modern biology and gain an appreciation of science as a process. Students will learn the art of the scientific process while investigating topics that include atomic and organic chemistry, ecology, cell structure and function, genetics, evolution, and classification. Emphasis is placed on the structure and function of organisms, inter-relationships between living things, and their interaction with the environment. Biology is a laboratory-based science.

Biology Honors

Credits 6.00, Grades 9-10

Prerequisite: Student must meet Honors entry criteria.

Honors Biology prepares students to understand their natural environment as well as current scientific issues affecting the world and their lives. Students will learn the art of the scientific process while investigating topics that include atomic and organic chemistry, ecology, cell structure and function, genetics, evolution, and classification. With a focus on molecular biology, this course will be the foundation for future college level study. Honors Biology is a laboratory-based science.

Chemistry and Chemistry A

Chemistry Credits 6.00, Chemistry A Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Biology and Algebra I.

*Students will be placed in Chemistry or Chemistry A based on teacher recommendation and past performance. Course descriptions are identical. Differing factors include time-on task, depth of understanding, and amount of time spent in reviewing of prerequisite skills.

Chemistry challenges students to develop an understanding of the structure and composition of matter and the changes it undergoes. Students will explore the principles of chemistry through critical thinking, lab experience, and problem-solving while investigating topics that include atomic theory, matter, chemical reactions, energy changes, stoichiometry, chemical composition, and properties of compounds. Chemistry is a laboratory-based science.

Chemistry Honors

Credits 6.00, Grades 10-11

Prerequisite: Successful completion of Biology and Algebra I and meet Honors entry criteria.

Chemistry Honors gives students the opportunity to develop an understanding of the structure and composition of matter and the changes it undergoes. Students will explore the principles of chemistry through critical thinking, lab experience, and problem-solving while investigating topics that include atomic theory, chemical composition, properties of compounds, chemical reactions, stoichiometry, energy changes, intermolecular forces, gases, chemical equilibrium, and acids and bases. Chemistry Honors is a laboratory-based. This course is similar in content to the regular Chemistry course listed above, but the pace is quicker and there are higher level applications and a greater emphasis on the mathematics associated with the subject.

Physics

Credits 6.00, Grades 11-12

Prerequisite: Successful completion of Chemistry and Algebra II.

Physics is designed to give students a broad-based understanding of the laws that govern the universe around them. Students will be exposed to real-world problems and be actively involved in experimentation relating to kinematics, dynamics, circular motion, energy, and waves, as they relate to everyday processes and the behavior of the solar system. Students also study higher level algebra and scientific reasoning. Laboratory experiments are an essential part of the course.

Physics Honors

Credits 6.00, Grades 11-12

Prerequisites: Successful completion of Chemistry and Algebra II and meet Honors entry criteria.

Physics Honors is designed to give students a broad-based understanding of the laws that govern the universe. Students will be exposed to real-world problems and be actively involved in experimentation relating to kinematics, dynamics, circular motion, energy, and waves, as they relate to everyday processes and the behavior of the solar system. Students will be exposed to higher level algebra and scientific reasoning. Laboratory experiments are an essential part of the course. This course is similar in content to the regular Physics course listed above, but there are higher level applications and a greater emphasis on the mathematics associated with the subject.

AP Environmental Science

Credits 7.00, Grades 9-12

Prerequisite: Meet criteria for AP level course.

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

SCIENCE ELECTIVES

Science Research Honors

Credits 5.00, Grades 10-12

Prerequisite: Students must meet the following criteria of an overall GPA of 3.9 or higher, an average of at least A- in honors level mathematics and science courses, a recommendation from a science teacher, and completion of the application process.

Science Research Honors provides an opportunity for students to develop a long-term research interest and become well-versed in that field of study over a three-year period. Students are expected to find an internship position at a research facility. This experience provides the opportunity for students to conduct their own original research, which will be detailed in a formal research paper and presentation. These papers will be submitted to various competitions including the Siemens Competition and the Intel Science Search Competition. Students must be prepared to make a 3-year commitment to the program.

Robotics

Credits 5.00, Grades 10-12

Robotics challenges 10th, 11th, and 12th grade students to use science, engineering, technology, math, and writing skills to design, build, and program robots in a hands-on project-based setting. This course provides students the opportunity to test their critical thinking, decision making, computing, and collaborative skills in a fast moving, energetic, and creative environment. Students learn how to program their robots using the Interactive C programming language. Students will have the opportunity to compete with their peers with the hope of representing Fort Lee High School in the Regional Botball Competition. The STEM skills developed in this robotics course will serve students well in the technology based world we live in.

Human Anatomy & Physiology

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Biology.

Human Anatomy and Physiology is designed for the student who plans to pursue a career in the medical, dental, health, veterinary, exercise, pharmacological, or biological sciences. The major topics covered include the skeletal system, the muscular system, the integumentary system, the cardiovascular system, the gastrointestinal system, the nervous system, the endocrine system, and the special senses. After completing this course, students will have a more thorough understanding of the individual components of each body system and the mechanism by which body systems operate alone and interdependently with the other systems. Connections to general health, nutrition, and lifestyle will be made and common diseases and disorders for each body system will be explored.

AP Biology

Credits 7.00, Grades 11-12

Prerequisite: Successful completion of Biology and Chemistry and meet AP entry criteria.

AP Biology helps students develop a deeper understanding of biological concepts, while also stressing themes that unify those concepts in order to foster the application of knowledge and critical thinking. It also addresses environmental and social concerns, as well as ways to improve the quality of our own lives. The course is designed to be similar in content to an introductory college-level biology course that includes biochemistry, organic chemistry, cellular biology, basic genetics, molecular genetics, evolution, taxonomy, biodiversity, animal and plant form and function, ethology, and ecology, prepare students for the AP Biology exam that students must take in May. Laboratory experiments are an important component of this course.

AP Environmental Science

Credits 7.00, Grades 9-12

Prerequisite: Meet criteria for AP level course.

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

AP Chemistry

Credits 7.00, Grades 11-12

Prerequisite: Successful completion of Biology and Chemistry and meet AP entry criteria.

AP Chemistry is designed to be equivalent to a college-level general chemistry course and to prepare students for the AP Chemistry exam. Topics of study include a review of scientific measurement and computation, atomic structure and periodicity, chemical bonding, reactions and stoichiometry, intermolecular forces, thermochemistry, equilibrium, states of matter, gas laws, solutions, chemical kinetics, acids and bases, and electrochemistry. Laboratory work includes experiments of an analytical nature.

AP Physics 1

Credits 7.00, Grades 11-12

Prerequisite: Successful completion of Physics and meet AP entry criteria.

AP Physics 1 is designed to prepare students for the AP Physics 1 exam. AP Physics 1 builds on the conceptual understanding attained in a first-year, high school physics course, and is designed primarily for students planning college programs of study in the life sciences, pre-medicine, and some applied sciences. This is not equivalent to an AP Physics 2 or either Physics C course, which is more common for students pursuing college programs in physics and engineering. Topics of study in this course include mechanics, electricity and magnetism and waves. Laboratory experiments are an important component of this course.

IB Physics SL

Credits 7.00, Grades 11-12

Prerequisite: Successful completion of Biology and meet Honors entry criteria.

IB Physics helps students develop practical skills and techniques while expanding their knowledge of physics concepts. The course also provides students the opportunity to enhance mathematical, interpersonal, and communication technology skills, which are essential in the modern world. Topics to be studied include mechanics, thermal physics, waves, electric currents, fields and forces, atomic and nuclear physics, as well as energy, power, and climate change. There is a laboratory component to this course. At the end of this course students may opt to take the IB Physics SL exam or pursue IB Physics HL in the following school year.

Forensic Science

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Biology and Chemistry (may be taken concurrently).

Forensic Science focuses on various aspects of forensic science and modern criminal investigation analysis. Forensic Science incorporates many different subject areas such as: Biology, Chemistry, Earth Science, Physics, Psychology, and Mathematics. The topics covered in Forensic Science will include, but are not limited to, the following: crime scene processing, fingerprint identification, hair and fiber classification, handwriting analysis, serology, DNA fingerprinting, identification of human remains, ballistics, toxicology, and drugs.

Botany & Floral Design

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of two full-year science courses.

Botany & Floral Design presents the fundamental principles of horticulture with a focus on ornamental horticulture and career exploration. Topics include the study of plant form, function, and reproduction, with an overview of plant diversity. Students will demonstrate teamwork skills to coordinate diverse multidisciplinary projects. Floral design, landscape design and greenhouse and nursery production are introduced and explored through supervised interactive learning experiences. Use of the school grounds, greenhouse, and classroom activities will allow students genuine hands-on learning experiences.

BUSINESS DEPARTMENT

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|---|--|---|
| * Principles of Finance & Entrepreneurship * Business Technology in a Global Economy | * Principles of Finance & Entrepreneurship * Principles of Personal Finance * Accounting I * Business Technology in a Global Economy | * Principles of Finance & Entrepreneurship * Principles of Personal Finance **Accounting I *Accounting II Honors * Topics in Computers & Technology Honors * Athletic Coaching * Business Technology in a Global Economy *Exploration Career Readiness *College Credit Available | * Principles of Finance & Entrepreneurship * Principles of Personal Finance **Accounting I *Accounting II Honors * Topics in Computers & Technology Honors * Athletic Coaching * Marketing Education/Cooperative Work *Exploration Career Readiness *Sports & Entertainment Mgt. * Business Technology in a Global Economy |

Accounting I

Credits 5.00, Grades 10-12

Prerequisite: Introduction to Business/Entrepreneurship and Principles of Personal Finance, Financial Services, and/or Business in a Global Economy is suggested but not required.

Accounting I trains the student for the formal keeping of business records and the preparation of business reports and financial statements. It is the introductory basis for the occupations of bookkeeper and accountant and includes the complete accounting cycle with hands on application in Excel and PowerPoint. It is a valuable preparation for

later college accounting courses and a necessary asset in most business positions. College credit through Syracuse University is available.

Accounting II Honors

Credits 5.00, Grade 12

Prerequisite: Successful completion of Accounting I.

Accounting II Honors provides the capable student with further skills in applying the principles learned in Accounting I and incorporates advanced computer applications. It provides a strong foundation for those contemplating college degrees in accounting. The second semester will concentrate on analytical and interpretive accounting. College credit is available.

Principles of Finance & Entrepreneurship

Credits 5.00, Grade 9-12

Principles of Finance & Entrepreneurship covers fundamental principles of finance, with a focus on business and entrepreneurship. Students will learn what is necessary to start and run different types of businesses including producers, services, and intermediaries. Students will also learn about the scope and nature of careers in fields including insurance, real estate, marketing, securities, finance and accounting. Students will explore different banking and investing strategies. An emphasis will be put on developing the skills necessary to work effectively on a team in the 21st century workplace including discussion on ethical practices. Leadership skills will be developed through authentic experiences in the classroom. This course fulfills the state requirement for financial literacy through instruction on becoming a critical consumer, money management, credit and debt management, insurance and risk management, civic financial responsibility, planning, saving, and investing.

Principles of Personal Finance

Credits 2.50, Grade 10

Principles of Personal Finance is intended to provide a framework for successful life skills through awareness of how our economy works so students can make sound financial decisions when living on their own after high school. Students will understand the importance of taking responsibility for personal finance decisions and the need for consumer awareness. Information about financial services contracts, as well as, credit and debt provide a foundation for effective financial decision making and a stable financial future.

Marketing Education/Cooperative Work

Credits 5.00-15.00, Grade 12

Marketing Education/Cooperative Work will encompass learning 21st century skills in a real working environment. In order to participate in the Marketing Education Cooperative Work/Study Program class a student must be employed a minimum of fifteen hours per week in an approved business establishment. Employed students can earn a total of ten to fifteen credits. The course will help transition students into the workforce or college classroom while developing resume & interviewing skills, time management skills and technology skills.

Exploration Career Readiness

Credits 5.00-15.00, Grade 11-12

Prerequisite: Child Study Team Recommendation

The Exploration Career Readiness class is designed to support the transition needs of students through a research-based approach. The course focuses on basic business and marketing skills, computer and technology skills, the construction/industrial industry, consumer/foods services, and processing and production skills. The PAES lab identifies each student's aptitude for community-based employment, functional skills, areas of interest, work behavior strengths and weaknesses, and barriers to success through a hands-on approach. The course offers a simulated work environment within a classroom setting where students work on simulations of actual tasks performed on community-based jobs.

Topics in Computers and Technology Honors

Credits 5.00, Grades 12

Prerequisite: Must be honors entry criteria.

Topics in Computers and Technology Honors gives students an opportunity to choose a topic of interest for independent study. Sample topics include exploring programming paradigms or languages, advanced web design, graphics/multimedia development, and A+ or Oracle certification programs. The student must develop a curriculum, including an assessment model, and have it approved by the teacher before beginning the course. Depending on the topic and student schedule, the duration of this course may range from a single marking period to a full-year.

Sports & Entertainment Management

Credits 5.00, Grade 12

Sports & Entertainment Management will provide students with an overview of marketing and advertising in the sports and entertainment field by using Fort Lee High School events as their "clients" and the student body and community as their "target market". Students will also learn the impact sports marketing and advertising has economically as well as socially. Students will use what they learn to create marketing plans and goals for specific school activities and sporting events.

Athletic Coaching

Credits 5.00, Grades 11-12

Athletic Coaching Education is a course for students interested in a career in athletics. Students will be taught the fundamentals of how to teach, motivate, and structure sporting environments. Students taking Athletic Coaching Education will complete the course with knowledge of ethics and philosophy of coaching athletics, safety and injury prevention, teaching and communication (how to be a leader), organization, and evaluation. This course will present the student with professional knowledge, sport-specific science and pedagogical skills mixed with interpersonal and intrapersonal skill sets. Networking and social skills will be emphasized and practiced throughout the course. Other areas of the course include but are not limited to: Sports Finance, Sports Nutrition, Talent Recruitment, Athletic Public Relations, Facility Planning and Management.

Business Technology in a Global Economy

Credits: 5.00, Grades 9-12

Business Technology in a Global Economy provides students with an understanding of how and why businesses decide to expand their operations into other countries. This course exposes students to the unique challenges facing firms who choose to do business internationally, while also showing students the benefits that expansion can provide in the long term. Building on the concepts of previous courses, Business in a Global Economy broadens students' understanding of how international businesses grow, operate and thrive in the every-changing global economy.

DIGITAL MEDIA ARTS

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|----------------------|----------------------|----------------------|----------------------|
| *Digital Photography | *Digital Photography | *Digital Photography | *Digital Photography |

The Digital Media Arts program is a technology-based series of Practical Arts courses. It enhances students' visual literacy, while providing them with an understanding of how technology is used to influence meaning and purpose in media artworks. It teaches students to respond to images created with media arts technology, and to create their own works.

Digital Photography

Credits 5.00, Grades 9-12

This course in Digital Photography and Photoshop provides students with opportunities to develop their “eye” and observation skills as photographers. Students’ creative expression will be expanded through the use of Photoshop and the Basic Elements of Design. Students will be introduced to professional photographers and digital artists from the past and present who are involved with a variety of concepts and styles. Portfolio preparation and advanced composition techniques are an integral part of Digital Photography.

21ST CENTURY LIFE AND CAREERS OR CAREER-TECHNICAL EDUCATION

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|--|---|--|
| * Business Technology in a Global Economy * Computer Programming *Graphic Design | * Business Technology in a Global Economy * Computer Programming *Graphic Design *Graphic Design II | * Business Technology in a Global Economy * Computer Programming *Athletic Coaching *Graphic Design *Graphic Design II * AP 2-D Design | * Business Technology in a Global Economy * Computer Programming *Athletic Coaching * Sports and Entertainment Mgt. *Graphic Design *Graphic Design II * AP 2-D Design |

Business Technology in a Global Economy

Credits: 5.00, Grades 9-12

Business Technology in a Global Economy provides students with an understanding of how and why businesses decide to expand their operations into other countries. This course exposes students to the unique challenges facing firms who choose to do business internationally, while also showing students the benefits that expansion can provide in the long term. Building on the concepts of previous courses, Business in a Global Economy broadens students’ understanding of how international businesses grow, operate and thrive in the every-changing global economy.

Computer Programming

Credits: 5.00, Grades 9-12

Computer Programming is a course for students who are interested in learning how a computer works and how to create programs using Microsoft Visual Basic. The course provides an excellent foundation in fundamental programming concepts and enhances students’ problem-solving skills. Students build on the concepts of sequence, decision, and repetition to create structured programs. They also learn how to create computer graphics, animations, and sounds. The practical and “hands-on” approach used in the class allows students to further develop and enhance their problem-solving skills. For the final project, students conceive, design and code their own program. At this stage, students have mastered enough programming skills to create a video game.

Graphic Design

Credits 5.00, Grades 9-12

Graphic Design will introduce students to the art and skill of combining text and pictures in advertisements, magazines, or books. Students will explore how graphic design is used in different industries as well as research college and career opportunities in the field. Students who complete this course will be able to creatively and practically communicate using a variety of Adobe programs.

Graphic Design II

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Graphic Design with a suggested earned final grade of B or above.

In this full-year course, students will increase their knowledge of the Adobe Creative Suite and develop their ability to communicate visually. Students will expand on their ability to conceptualize and create original visual content and solutions. Brand awareness and brand recognition will be a main focus. Students will work with various types of advertising design and understand components within the advertising realm. This includes publications, packaging, websites, and other marketing materials, both in print and digital format. Students will increase their knowledge of commercial printing operations and techniques.

AP 2-D Design

Credits 5.00, Grades 10-12

Prerequisite: Students must have successfully completed Graphic Design and Graphic Design II.

In this full year course, students will create a portfolio of work to demonstrate inquiry through art and design along with development of materials, processes, and ideas. Students will refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design. Graphic Design will act as a medium in which it will promote critical thinking as well as development of art technique, composition and content/idea within each piece of art work.

Sports & Entertainment Management

Credits 5.00, Grade 12

This business course will provide students with an overview of marketing and advertising in the sports and entertainment field by using Fort Lee High School events as their “clients” and the student body and community as their “target market”. Students will also learn the impact sports marketing and advertising has economically as well as socially. Students will use what they learn to create marketing plans and goals for specific school activities and sporting events.

Athletic Coaching

Credits 5.00, Grades 11-12

Athletic Coaching Education is a course for students interested in a career in athletics. Students will be taught the fundamentals of how to teach, motivate, and structure sporting environments. Students taking Athletic Coaching Education will complete the course with knowledge of ethics and philosophy of coaching athletics, safety and injury prevention, teaching and communication (how to be a leader), organization, and evaluation. This course also will present the student with professional knowledge, sport-specific science and pedagogical skills mixed with interpersonal and intrapersonal skill sets. Networking and social skills will be emphasized and practiced throughout the course. Other areas of the course include, but are not limited to: Sports Finance, Sports Nutrition, Talent Recruitment, Athletic Public Relations, Facility Planning and Management.

PHYSICAL EDUCATION & HEALTH

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|--|--|---|
| <ul style="list-style-type: none"> * Physical Education * Project Adventure * Health Education | <ul style="list-style-type: none"> * Physical Education * Driver's Education | <ul style="list-style-type: none"> * Physical Education * Health Education | <ul style="list-style-type: none"> * Physical Education * Teen Pep * Family Living/ Health Education |

Physical Education

Credits 4.00-5.00, Grades 9-12

The Physical Education curriculum was designed to improve each student's fitness level as well as instill the knowledge of the importance of lifetime fitness. The activities used to attain this level of fitness are flexibility exercises, distance running, weight training, aerobic exercises, and team games. Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness. Physical Education focuses on involving multi-dimensional qualities of movement as they relate to the dynamics of mental and physical growth. The program provides for continuous development of the participant within the context of perceptual, cognitive, psychomotor, and affective learning experiences. The curriculum is organized in terms of individual activities and team sports.

Project Adventure

Grade 9

This is a required component for all students enrolled in PE 9. Students are assigned to Project Adventure for one marking period. Students are physically and mentally challenged with several tasks include cooperation, teamwork, leadership, communication, and problem solving.

Health Education

Grade 9

Freshmen health is a mandatory course taken in lieu of physical education for one marking period. Students will be expected to learn and explore emotional health, disease prevention and the importance of making the right decisions to ensure a healthy lifestyle. The program includes an overview of alcohol and drug use and abuse, smoking, teenage suicide, nutrition/eating disorders, physical, emotional, and social needs of children, bullying, HIV/AIDS, STI's, and sexual attitudes, and values.

Driver's Education

Grade 10

Driver Education (Safety Education), which is mandated by the State of New Jersey, is offered for one marking period during sophomore year. The course covers licensing; registration of vehicles; insurance requirements; rules of the road; driving techniques; and driver attitudes. As a part of the recently passed requirement, organ donation is discussed and how it can be designated on a driver's license. The final exam is the New Jersey Motor Vehicle Commission test. A grade of 80 is necessary to pass the state exam. An 80 average for the course is required to receive credit toward a safe-driving insurance discount. If a passing grade is achieved, the student will receive a blue card which will exempt him/her from the written portion of the licensing test. Also, upon passing the course, students receive a card stating that they have successfully completed thirty hours of classroom instruction. This card is required to earn a premium reduction from most insurance companies.

Health Education

Grade 11

Junior health curriculum consists of the American Red Cross CPR & First Aid Course. This includes instruction on life-saving skills including CPR, obstructed airways, and using an AED. When students successfully complete this course, they will receive an American Heart Association Certification card for heart saver CPR & AED.

Teen Pep

Credits 5.00, Grade 12

Prerequisite: Students will be selected based on their applications, performance in the interviews, as well as faculty evaluations.

Teen PEP is a full-year senior health course (taken in place of 12th grade PE/Family Life) which focuses on teen sexual health issues. Students are trained as peer educators and conduct outreach workshops for the school and the community addressing topics such as postponing sexual involvement, STIs, HIV/AIDS, pregnancy, homophobia and dating violence. Students interested in taking this course must submit an application (early in the 3rd marking period) following a Teen PEP assembly presented to juniors. They will then participate in two interviews with the Teen PEP advisors.

Family Living/Health Education

Grade 12

Family Living is taught at the senior grade level. It focuses on adolescent concerns regarding growth and sexual development. Growing to develop mature and healthy relationships, the class also explores gender roles through society. Family Living/Health Education focuses on the relationships in young adults, postponing sexual involvement, sexually transmitted infections, pregnancy, birth, LGBTQ awareness and parenting/families in today's society.

VISUAL & PERFORMING ARTS

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---------------------------|---------------------------|---------------------------|-----------------------------|
| * Art History | * Art History | * Art History | * Art History |
| * Art I | * Art I, II | * Art I, II, II | * Art I, II, II |
| * 3D Design I | * 3D Design I, II | * 3D Design I, II | * 3D Design I, II |
| * Chorus | * Animation | * Animation | * Animation |
| * Honors Chorus | * Chorus | * Chorus | * Chorus |
| * Chorus/Lunch | * Honors Chorus | * Honors Chorus | * Honors Chorus |
| *Band | * Chorus/Lunch | * Chorus/Lunch | * Chorus/Lunch |
| * Honors Wind Ensemble | *Band | *Band | *Band |
| * Orchestra | * Honors Wind Ensemble | * Honors Wind Ensemble | * Honors Wind Ensemble |
| * Honors Chamber Ensemble | * Orchestra | * Orchestra | * Orchestra |
| * Piano Lab I | * Honors Chamber Ensemble | * Honors Chamber Ensemble | * Honors Chamber Ensemble |
| * Music Theory | * Piano Lab I & II | * Piano Lab I , II, III | * Piano Lab I , II, III, IV |
| *Dance | * Music Theory | * Music Theory | * Music Theory |
| *Visual Storytelling Art | * Dance | * Dance | * Dance |
| *Foundations in Art | *Visual Storytelling Art | * IB Film I HL | * IB Film I & II HL |
| | *Foundations in Art | *IB Music I HL | *IB Music I & II HL |
| | | *AP 3D Design | *AP 3D Design |
| | | *Visual Storytelling Art | *AP Music Theory |
| | | *Foundations in Art | *Visual Storytelling Art |
| | | | *Foundations in Art |

*** Level I and II courses are available for grades 11 and 12 to offer a rich variety of electives to juniors and seniors who may choose to experience a visual/performing art prior to graduation***

Art History

Credits 5.00, Grades 9-12

This full year course explores traditional art history, along with the history of cartooning, comics, illustration, performance art, film, and animation. It is an in-class project-based course that exposes students to art history games, films on each subject, and imaginative and creative thinking.

Foundations in Art

Credits 5.00, Grades 9-12

Foundations in Art is an art course that stresses the fundamentals of the studio arts. This is an introductory course that provides students with an opportunity to explore all different types of art-making techniques such as drawing, painting, sculpture and ceramics. Students will be able to experience all aspects of studio art which will help them to determine their next art course selection.

Art I

Credits 5.00, Grades 9-12

Art I is a basic art course that stresses the fundamentals of design and organization. This is an introductory and exploratory course that provides students with an opportunity to increase aesthetic awareness, work with different materials, and acquire knowledge of artistic styles and creative thinking. The areas covered in Art I include 2-point perspective, drawing, shading and pencil rendering, pen and ink techniques, paper mosaic, watercolor, and colored pencil.

Art II

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Art I.

This is a continuation of Art I with an emphasis on exploration of various media and techniques. Design and composition are key to working with acrylic paint, drawing, and collage. There is an introduction to life drawing along with observational drawing, and continued focus on creative thinking.

Art III

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Art II.

This is an advanced art course for those students who intend to pursue a career in the art field or those interested in art as a vocation. Students will be taught with an emphasis on design principles, drawing, painting, drawing the human head, creative thinking, and portfolio preparation.

Art IV

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Art III (may be taken concurrently in some cases).

This course is designed for advanced students who desire more intensive work and instructional time in art. Art IV students may double up and take Art III and Art IV in the same school year. Using their previous foundation, students will explore more complex projects involving large self-portraits, creative illustrations, free thinking sketches, and portfolio preparation.

3D Design I

Credits 5.00, Grades 9-12

This course is designed to expand students' knowledge in the history and practice of several craft areas (bookmaking, paper arts, ceramics, and three-dimensional design) on a non-vocational level. It is also designed for art majors who might elect the course along with Art III and Art IV so they may gain some experience in areas not included in other art courses.

3D Design II

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of 3D Design I.

3-D Design II will build upon the students' prior knowledge developed in 3D Design I or Art I. Students will have an opportunity to explore craft media more deeply and in more challenging ways as well as develop an independent focus for the year (i.e., self-portraits, the natural world, urban living, etc.) The scope of the course encompasses bookmaking, fiber studies, sculptural clay hand-building, and mixed media sculpture. Visual art elements and principles of design will be reflected in students' work as they develop weaving, sculpture, and assembly skills in order to build a comprehensive portfolio of three-dimensional design. Students will also study the indigenous craft traditions concurrently with the media they use in class. This course allows students who flourished in 3D Design I to continue their studies in three-dimensional media at a more advanced level.

AP Art Studio Design: 3D Design

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of 3D Design I (necessary); 3D Design II (preferred).

AP Art Studio Design: 3D Design involves purposeful decision making about using the elements and principles of art in an integrative way. In the 3-D Design portfolio, students are required to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, and texture). Students are required to take the AP exam.

Animation

Credits 5.00, Grades 10-12

This full-year course explores the origins of animation as well as the concept of creating the illusion of life. Students learn the twelve principles of animation developed by Disney Studios as they master the basic theories and

mechanics behind animation. The art of storytelling, including character design, background design, scripting and storyboarding along with drawing skills, is integrated throughout the course. The first semester of this course introduces the elements of the animation software. The fundamental concept of the animation software, basic drawing, and animation tools provide students with the ability to create and design animations and animated characters using the animation software.

The second semester of this full-year course provides students with the vehicle to hone and develop advanced animations and storytelling skills. Integration of storytelling and animation is the focus. Animation students, working with the instructor, will create unique character designs, scripts, and storyboards that will culminate into two short animated stories.

Visual Storytelling Art

Credits 5.00, Grades 9-12

Visual Storytelling is an art course that stresses the fundamentals of narrative illustrations and storybook designing. This is an exploratory course that provides students with an opportunity to create their own stories through art and develop ideas using different materials such as bookbinding tools, linoleum cuts, paper folding tools for pop-up book design, computers, cameras and lightings. The areas covered in Visual Storytelling include pen and pencil drawing, coloring, character designing, story building, storyboard making, stop motion animation making and pop-up book/card making. This unit also requires devices like computers with basic photo and film editing software. If using a phone, students will use a stop motion making app for this project. Students will learn how to create smooth movements by taking pictures one by one to create animated short films using their own designs and stories.

IB Film I HL

Credits 5.00, Grade 11

Prerequisite: Students must meet AP entry criteria.

IB Film HL I students will watch cinematic masterpieces from around the world and develop the ability to understand film as a complex art form, craft, and institution. They will be challenged to experience a broader and more diverse range of movies than they have previously encountered, and most importantly will be expected to watch and experience films actively and analytically.

IB Film II HL

Credits 5.00, Grade 11

Prerequisite: Successful completion of IB Film HL I and must meet AP entry criteria.

Students will learn to recognize and interpret the most important elements of film language and analyze the way filmmakers convey story and meaning. Film styles and movements are explored, and the central critical approaches to the study and appreciation of film as a genre. Final assessments will include textual analysis of films, essays pertaining to film theory and history film, and an individual, creative film production.

Dance

Credits 5.00, Grades 9-12

Dance is designed for students in grades 9 through 12. The course will immerse students in the fundamentals of classical dance forms and concepts. They will learn basic barre, center and floor exercises, body isolations and strength building exercises. This course also offers instruction in the historical influences of dance, dance aesthetics and performance techniques. Activities will allow students to experience the creative process in choreographing and performing dance routines.

MUSIC

Chorus

Credits 5.00, Grades 9-12

The large ensemble class will explore a variety of vocal literature. The students will expand and develop their individual technique and musical knowledge as well as their creative and aesthetic awareness in a choral ensemble setting. The chorus performs year-round both within and outside the school.

Chorus/Lunch

Credits: 2.50, Grades 9-12

Chorus/Lunch is specifically designed for the experienced vocal and/or instrumental musician desiring a choral experience but unable to include either honors choir or chorus in their daily schedule. Students will split this period with their scheduled lunch. The instructor will determine the daily schedule.

Honors Choir

Credits 5.00, Grades 9-12

Prerequisite: Teacher recommendation or audition and student must meet honors entry criteria.

Students in Honors Choir will study many different styles and periods of music in an ensemble setting. In addition, sight-singing, dictation and solfege skills will also be developed. Multiple performances will be scheduled throughout the year.

Honors Choir Independent Study

Credits 5.00, Grades 9-12

Prerequisite: Teacher recommendation or audition and student must meet honors entry criteria.

This class is offered only to students wishing to be part of both Honors Wind Ensemble and Honors Choir which meet during the same period daily. Students enrolled in this independent study course are required to fulfill a minimum of 120 hours of instruction and performance. The hours will be completed through participation in large ensembles, small (chamber) ensembles and private instruction.

Band

Credits 5.00, Grades 9-12

Prerequisite: Prior experience playing a musical instrument.

This large ensemble class will explore a variety of wind/percussion literature. The students will expand and develop their individual technique and musical knowledge. Students in band will receive additional instruction during homogenous small-group instruction (lessons) provided on a rotating basis. Participation in marching band is required as per the director.

Orchestra

Credits 5.00, Grades 9-12

Prerequisite: Prior experience playing a string instrument (violin, viola, cello or bass).

Membership in the orchestra provides students with an opportunity to study works by baroque, romantic, classical, and contemporary composers. Students will expand and develop their individual technique and musical knowledge within an ensemble setting.

Honors Wind Ensemble

Credits 5.00, Grades 9-12

Prerequisite: Teacher recommendation or audition and the student must meet honor entry criteria.

Honors Wind Ensemble is for our most experienced and/or advanced wind and percussion musicians. This large ensemble course will explore a wide variety of band literature and will primarily focus on repertoire at grade levels of 4 and above. Students in Honors Wind Ensemble will receive additional instruction during homogenous small-group instruction (lessons). Participation in Marching Band is required for this course as per the director.

Honors Wind Ensemble Independent Study

Credits 5.00, Grades 9-12

Prerequisite: Teacher recommendation or audition and the student must meet honor entry criteria.

This class is offered only to students wishing to be part of both Honors Wind Ensemble and Honors Choir which meet during the same period daily. Students enrolled in this independent study course are required to fulfill a minimum of 120 hours of instruction and performance. The hours will be completed through participation in large ensembles, small (chamber) ensembles and private instruction.

IB Music I & II HL

Credits 5.00, Grades 11-12

GPA Weight: AP

Prerequisites: Audition or teacher selection only; must have a good working knowledge of the fundamentals of music and be able to read music in at least one clef. Supplemental instruction is recommended, but not required.

IB Music I & II HL are designed for music students with varied backgrounds in music performance. The aim of the IB music program is to give music students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities and understanding through musical analysis & comparison, performance, and composition. Students will be expected to demonstrate their understanding of music by performing, by using appropriate musical language and terminology in analyzing musical works from many varied cultures and periods, and by exploring music through music theory, aural skills, composition, and music history. Students taking IB Music as part of the IB Diploma Program are required to take both IB Music I & II HL and over two consecutive years. IB Music II continues the groundwork completed in IB Music I HL to

culminate in the internal and external assessments for the IB exam in the spring of IB Music II HL. IB Music fulfills the area 6 requirement for the IB Diploma Program.

Honors Chamber Ensemble

Credits 3.00, Grades 9-12

Prerequisite: Teacher recommendation or audition and the student must meet honor entry criteria.

The string curriculum at Fort Lee High School develops the musician's ability to play and perform in an individual and ensemble setting. This setting can include, but is not limited to, string, full, and small chamber ensemble. Method and etude literature will focus on key and time signatures, rhythm, tone, intonation, dynamics, articulation, and phrasing. Performances will take place throughout the school year and will primarily focus on repertoire at grade levels 3.5 and above.

Piano Lab I & Piano Lab II

Credits 5.00, Grades 9-12

Placement in Piano II will be based on prior experience or level completed.

Piano I is a standards-based course that provides students with an introduction to piano playing. The curriculum will encourage the individual student to develop the skills necessary to increase his/her technical awareness of piano music; provide the opportunity to produce artistic performances; develop the ability of the student to critique artistic performances; and promote an aesthetic awareness to recognize the relevance of music in society. Piano II will continue to develop the skills introduced in Piano I. Placement in Piano II will be based on prior experience or level completed.

Piano Lab III & Piano Lab IV

Credits 5.00, Grades 9-12

Piano III and Piano IV will focus on further advancing the skills learned in Piano I and II. Students will have opportunities to study musical works of various composers and arrangements from diverse cultures and historical time periods. They will also enhance their ability to produce and critique artistic performances. Placement in Piano III or IV will be based on prior experience or completion of Piano I or II.

Music Theory

Credits: 5.00, Grades 9-12

Prerequisite: The ability to read music and/or prior experience in a musical ensemble suggested.

In this course, students will explore the structure of music beginning with basic vocabulary, music notation and introduction to harmony. Introduction to ear-training and simple dictation are included in the curriculum.

WORLD LANGUAGES

| | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---------------------|--|---|---|--|
| College Prep | * Spanish I * Spanish II * Italian I * Korean I * Mandarin Chinese I | * Spanish II * Spanish III * Italian II * Korean II * Mandarin Chinese II | * Spanish III * Spanish IV * Italian III *Korean III * Mandarin Chinese III | * Spanish IV *AP Spanish * Italian IV *Korean IV |
| Honors | * Spanish II Honors *Italian I *Korean I | * Spanish III Honors *Mandarin Chinese II Honors * Italian II Honors *Korean II Honors | * Spanish IV Honors *Mandarin Chinese III Honors * Italian III Honors *Korean III Honors | * AP Spanish * Italian IV Honors *Korean IV Honors |
| AP | * Spanish II Honors | *Spanish III Honors | * Spanish IV Honors | *AP Spanish |
| IB | *Spanish II *Spanish II Honors *FLHS Pre-IB Spanish II SL | *Spanish III *Spanish III Honors * FLHS Pre-IB Spanish III SL | *IB Spanish I SL | *IB Spanish II SL |

The aim of instruction in the World Language department is to develop the skills of listening, speaking, reading, and writing as a means of effective communication. It is intended to develop a global understanding of people, countries, and cultures. Most colleges require at least two years of a world language. Thus, students should plan on a three to four-year high school sequence in Spanish, Italian, Korean, or Mandarin. The ultimate length of the sequence in languages will depend upon future registration.

Honors, AP, and IB courses for Spanish and Italian are contingent upon enrollment. Placement will be determined by the World Language faculty with the concurrence of the school counselor and in accordance with grouping criteria.

Spanish I

Credits 5.00, Grades 9-12

This course fosters the development of interpersonal and academic skills in a supportive environment. Students in their first year of Spanish are exposed to a combination of vocabulary building, basic grammar, conversation, and writing practice. Language instruction at this level focuses on proficiency, delivered by way of authentic, challenging tasks that provide meaningful learning experiences. These experiences lead students to understand broad concepts and to develop strategies for analyzing these concepts across disciplines. The orientation toward communication and cultural awareness is the primary focus of planning and instruction. Some instruction will be presented in the target language.

Spanish II

Credits 5.00, Grades 9-12

Prerequisite: Successful completion of Spanish I.

This course is a continuation of Level I. The grammatical structures learned in Spanish I are reviewed and refined. Students will improve their abilities in the target language (TL) in the four areas of communication: listening, speaking, reading, and writing. Reading skills are strengthened by the introduction of level-appropriate and authentic reading materials. Students will acquire a greater understanding of cultural contexts within a global society. These experiences lead students to understand broad concepts and to develop strategies for analyzing these concepts across disciplines. The orientation toward communication and cultural awareness is the primary focus of planning and instruction. This course is conducted mostly in the target language.

Spanish III

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Spanish II.

The Level III course continues to pursue the same objectives as Levels I and II. Grammatical structures learned in Levels I and II will be expanded. There is a thematic approach requiring students to communicate in authentic activities using appropriate phrases and structures. Expectations of student performance increase as linguistic skills become more challenging. The course increases awareness of the Hispanic culture and civilization and this awareness is enhanced by exposure to selected literary works by noteworthy authors as well as by authentic materials. The class is conducted primarily in the target language. Students considering more competitive colleges are strongly urged to enroll in the third level of language study.

Spanish II Honors/Spanish III Honors

Credits 5.00, Grades 9-12

Prerequisite: Successful completion of Spanish I & II and must meet the Honors entry criteria.

Honors classes for Levels II and III in Spanish are offered to students who meet grouping criteria. Expectations of student performance increase as linguistic skills become more challenging. An expanded version of the regular

curriculum is presented including grammatical structures. The course is accelerated, allowing for more intensive proficiency-based activities. Students in the Honors level classes are expected to comprehend Spanish at a higher level and express themselves with greater independence in diversified oral, reading and writing assessments. The course also develops students' awareness of the Hispanic culture and civilization. This awareness is enhanced through exposure to select literary works by noteworthy authors and authentic materials. Classes are conducted primarily in the target language. Students considering more competitive colleges are strongly urged to enroll in the third level of language study.

FLHS Pre-IB Spanish II & III SL

Credits 5.00, Grades 9-12

GPA Weight: Honors

Prerequisite: Successful completion of Spanish I and must meet the Honors entry criteria for Honors II, or students must have been admitted into the Pre-IB program.

Expectations of student performance increases as linguistic skills become more challenging. An expanded version of the regular curriculum is presented including grammatical structures. The course is accelerated, allowing for more intensive proficiency-based activities. Students in the Honors level classes are expected to comprehend Spanish at a higher level and express themselves with greater independence in diversified oral, reading and writing assessments. The course also develops students' awareness of the Hispanic culture and civilization. This awareness is enhanced through exposure to select literary works by noteworthy authors and authentic materials. Classes are conducted primarily in the target language. Students considering more competitive colleges are strongly urged to enroll into the third level of language study.

Spanish IV

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Spanish III.

At this advanced level of language study, emphasis is placed on using and strengthening the skills learned in previous courses. Students in their fourth year of language study are exposed to a combination of vocabulary building, advanced grammar, conversation, and writing and reading comprehension practice. Knowledge and appreciation of historical and cultural events continue to be fostered and developed. This awareness is enhanced through exposure to select literary works by noteworthy authors, as well as authentic media. Expectations of student performance increase as linguistic skills become more challenging. The classes are conducted entirely in the target language.

Spanish IV Honors

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Spanish III and students must meet the Honors entry criteria.

Spanish IV Honors continues to further advance the skills of listening, reading, writing, and speaking with emphasis placed on their communicative aspects. The grammatical structures learned in Levels I, II and III are reviewed and refined. Students in their fourth year of language study are exposed to a combination of vocabulary building, advanced grammar, conversation writing practice, and reading comprehension practice. The course also develops students' awareness of culture and civilization. This awareness is enhanced through exposure to select literary works by noteworthy authors as well as authentic media. Students at the fourth level strengthen performance as linguistic

skills become more challenging. The purpose of the fourth year honors course is to begin preparation for AP testing. Spanish IV Honors is designed to parallel the skill development of an intermediate college level course in Spanish composition and conversation. Spanish IV Honors provides the student with the opportunity to improve oral proficiency and listening comprehensions skills, increase vocabulary, and enhance knowledge of Hispanic culture and civilization through exposure to select literary works by noteworthy authors. A variety of resources and technologies will be used to help develop language skills.

AP Spanish Language and Culture

Credits 5.00, Grade 12

Prerequisite: Successful completion of Spanish IV and students must meet the AP/IB entry criteria.

The AP Spanish Language and Culture course is a rigorous course conducted exclusively in Spanish that provides students with opportunities to improve their proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles, with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. All students broaden their knowledge of the various cultures that comprise the Spanish-speaking world through the thematic approach of the AP Spanish Language and Culture course. Students must complete assigned summer work prior to the start of the school year. All students are required to take the AP Spanish Language and Culture exam in May.

IB Spanish I & II SL

Credits 5.00, Grades 11-12

Prerequisite: Spanish II is required, but Spanish III is preferred. Must take Part I before Part II. Students must meet the Honors entry criteria.

At the end of the IB Spanish SL course, students are expected to communicate clearly, fluently, and effectively in a wide range of situations. Additionally, they should understand and use oral and written forms of the language appropriately in a range of styles and situations. Students will be required to demonstrate an understanding and use of a broad range of vocabulary and idioms, express ideas with clarity and fluency, structure arguments in a focused and coherent way and support them with relevant examples.

Italian I

Credits 5.00, Grades 9-12

This course is designed to help students learn interpersonal and academic skills in a comfortable and supportive environment. Students in their first year of Italian are exposed to a combination of vocabulary building, basic grammar, conversation, and writing practice. Language instruction at this level focuses on proficiency, delivered by way of authentic, challenging tasks that provide meaningful learning experiences. These experiences lead students to understand broad concepts and to develop strategies for analyzing these concepts across disciplines. The orientation toward communication and cultural awareness is the primary focus of planning and instruction.

Italian II/Italian II Honors

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Italian I and students must meet the Honors entry criteria.

This course is designed to help students learn interpersonal and academic Italian in a comfortable and supportive environment. The grammatical structures learned in Italian I are reviewed and refined. Students improve their abilities in the target language in the four areas of communication: listening, speaking, reading, and writing and acquire a greater understanding of cultural contexts within a global society. The course increases awareness of the Italian culture and civilization and this awareness is enhanced by exposure to selected literary passages as well as by authentic materials. These experiences lead students to understand broad concepts and to develop strategies for analyzing these concepts across disciplines. The orientation toward communication and cultural awareness is the primary focus of planning and instruction.

Italian III/Italian III Honors

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Italian II and students must meet the Honors entry criteria.

This course is designed to help students learn interpersonal and academic skills in a comfortable and supportive environment. Students in their third year of Italian are exposed to a combination of vocabulary building, advanced grammar, conversation, and writing practice. Focus is placed on communication skills. Students considering more competitive colleges are strongly urged to enroll in the third level of language study.

Italian IV/Italian IV Honors

Credits 5.00, Grade 12

Prerequisite: Successful completion of Italian III and students must meet the Honors entry criteria.

This course is designed to help students learn interpersonal and academic skills in a comfortable and supportive environment. Students in their fourth year of Italian are expected to communicate solely in the target language. Advanced grammatical topics are reviewed. Students are exposed to a number of readings, listening activities, and films which will be analyzed and discussed in the target language in both oral and written work.

Korean I

Credits 5.00, Grades 9-12

Students will learn the basics of Korean pronunciation with an emphasis on developing the fundamental skills of speaking, reading, listening and writing characters with a goal of applying it to familiar, every day concepts such as greetings, foods, school, and family. In addition, Korean culture will be explored through various readings, video clips, and movies.

Korean II/Korean II Honors

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Korean I.

This course is designed to assist students in learning interpersonal and academic Korean in a comfortable and supportive environment. The grammatical structures learned in Korean I are reviewed and refined. Students improve their abilities in the target language in the four areas of communication: listening, speaking, reading, and writing. They acquire a greater understanding of cultural contexts within a global society. The course increases awareness of the Korean culture and civilization and this awareness is enhanced by exposure to selected literary passages as well as authentic materials. These experiences lead students to understand broad concepts and develop strategies for analyzing these concepts across the disciplines. Differentiated teaching strategies are implemented for heritage or non-heritage students. The orientation toward communication and cultural awareness is the primary focus of planning and instruction.

Korean III/Korean III Honors

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Korean II.

Korean III is a continuation of Korean II and aims to help students expand communicative skills in modern Korean on an intermediate level. Students in their third year of Korean are exposed to a combination of vocabulary building, advanced grammar, conversation, and writing practice. Focus is placed on communication skills. Students can achieve this level of proficiency through active participation in an array of activities such as reading Korean story books, poems, and a variety of authentic literature. In this course students learn further language structures, expressions and extensive vocabulary. Contemporary idioms and proverbs, together with distinctive aspects of Korean culture, will also be incorporated. Students considering more competitive colleges are strongly urged to enroll in the third level of language study.

Korean IV/Korean IV Honors

Credits 5.00, Grades 12

Prerequisite: Successful completion of Korean III.

This course is designed to give advanced Korean language learning continued from Korean III. There will be an emphasis on using and strengthening the four language skills learned in the previous courses. Students will be exposed to vocabulary expansion, appropriate grammar use, conversation, as well as reading and writing comprehension practice. Learners will have a chance to analyze Korean literature and will be reading a youth novel to gain a stronger understanding of the Korean culture and society. A knowledge and appreciation of historical, cultural events, and UNESCO heritages, will continue to be fostered and developed. This is enhanced through exposure to selected authentic media.

Mandarin Chinese I

Credits 5.00, Grades 9-12

Students will learn the basics of Mandarin Chinese pronunciation with an emphasis on developing the fundamental skills of speaking, reading, listening and writing characters with a goal of applying it to familiar, every day concepts such as greetings, foods, school and family. In addition, Chinese culture will be explored through readings, video clips, and movies.

Mandarin Chinese II/Mandarin Chinese II Honors

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Mandarin Chinese I and students must meet the Honors entry criteria.

This course is designed to assist students in learning interpersonal and academic Chinese in a comfortable and supportive environment. The grammatical structures learned in Mandarin Chinese I are reviewed and refined. Students improve their abilities in the target language in the four areas of communication: listening, speaking, reading and writing and acquire a greater understanding of cultural contexts within a global society. The course increases awareness of the Chinese culture and civilization and this awareness is enhanced by exposure to selected literary passages as well as authentic materials. These experiences lead students to understand broad concepts and develop strategies for analyzing these concepts across the disciplines. Differentiated teaching strategies are implemented for heritage or non-heritage students. The orientation toward communication and cultural awareness is the primary focus of planning and instruction.

Mandarin Chinese III/Mandarin Chinese III Honors

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Mandarin Chinese II/Honors and students must meet the Honors entry criteria.

The Chinese III course continues Chinese II to pursue the objectives and engage students to build language skills. This is achieved through extensive practice with useful vocabulary, structures, and expressions in order to prepare students on an intermediate level based on the New Jersey state requirements of the modes of interpersonal, interpretative, and presentational. There is a thematic approach requiring students to communicate in authentic activities using appropriate phrases and structures. Students can achieve proficiency through enhancing their learning strategies and active participation in diverse hands-on activities. The course increases awareness of the Chinese culture and civilization. This awareness is enhanced by exposure to selected popular contemporary idioms, proverbs, authentic materials and visual or fine arts. Students considering more competitive colleges are strongly urged to enroll in the third level of language study.

S.T.R.E.A.M.

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--|--|---|---|
| * Innovation & Invention * Computer Programming | * Robotics * Innovation & Invention * Computer Programming * C++ Programming Honors | * Robotics * Innovation & Invention * Computer Programming * C++ Programming Honors * Forensic Science * AP Computer Science A * Botany & Floral Design | * Robotics * Innovation & Invention * Computer Programming * C++ Programming Honors * Forensic Science * AP Computer Science A * Botany & Floral Design |

The courses making up the S.T.R.E.A.M. program engage students in interdisciplinary experiences that connect what is being learned in school to the real-world. These courses are designed to give students the opportunity to develop their creativity and ingenuity while preparing them for success in college and careers. Courses are largely student-driven and seek to both improve students' ability to work in a team as well as cultivate resourcefulness and originality. Along with the courses listed, all students have the opportunity to develop these skills by working in the Maker Space, an open, do-it-yourself environment where students can create, invent and learn using the wide-ranging resources available there.

Innovation and Invention

Credits 5.00, Grades 9-12

Innovation and Invention will provide a context for students to creatively solve real-world problems. Students will work in groups to implement the design process to research, develop, build, test, refine and analyze their designs while considering the effectiveness, cost, and ethics of their approach. The course will develop students' ability to consider a range of possible solutions to problems and recognize opportunities for entrepreneurial success. This course will consist of projects and engineering challenges that require students to "think outside the box" in developing unique solutions.

Robotics

Credits 5.00, Grades 10-12

Robotics challenges 10th, 11th, and 12th grade students to use science, engineering, technology, math, and writing skills to design, build, and program robots in a hands-on project-based setting. This course provides students the opportunity to test their critical thinking, decision making, computing, and collaborative skills in a fast moving, energetic, and creative environment. Students learn how to program their robots using the Interactive C programming language. Students will have the opportunity to compete with their peers with the hope of representing Fort Lee High School in the Regional Botball Competition. The STEM skills developed in this robotics course will serve students well in the technology-based world we live in.

Forensic Science

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Biology and Chemistry (may be taken concurrently).

Forensic Science focuses on various aspects of forensic science and modern criminal investigation analysis. Forensic Science incorporates many different subject areas such as the following: Biology, Chemistry, Earth Science, Physics, Psychology, and Mathematics. The topics covered in Forensic Science will include but are not limited to the following: Crime scene processing, fingerprint identification, hair and fiber classification, handwriting analysis, serology, DNA fingerprinting, identification of human remains, ballistics, toxicology, and drugs.

Botany & Floral Design

Credits 5.00, Grades 12

Prerequisite: Successful completion of Biology and Chemistry A.

Botany & Floral Design presents the fundamental principles of horticulture with a focus on ornamental horticulture and career exploration. Topics include the study of plant form, function, and reproduction, with an overview of plant diversity. Students will demonstrate teamwork skills to coordinate diverse multidisciplinary projects. Floral design, landscape design, greenhouse and nursery production, along with supervised interactive learning experiences are introduced and explored. Use of the school grounds, greenhouse, and classroom activities will allow students genuine hands on learning experiences.

Computer Programming

Credits 5.00, Grades 9-12

Computer Programming is a course for students who are interested in learning how a computer works and how to create programs using Microsoft Visual Basic. The course provides an excellent foundation in fundamental programming concepts and enhances students' problem solving skills. Students build on the concepts of sequence, decision, and repetition to create structured programs. They also learn how to create computer graphics, animations and sounds. The practical and "hands on" approach used in the class allows students to further develop and enhance their problem solving skills. For the final project, students conceive, design and code their own program. At this stage, students have mastered enough programming skills to create a video game which is what many of them choose for their final project. This course may be taken for college credit.

C++ Programming Honors

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Computer Programming with an earned final grade of 90% or above or demonstrates knowledge of a programming language.

C++ Programming Honors is for those students who wish to enhance their programming skills and study advanced programming techniques using the C++ Programming Language. C++ provides an excellent foundation for future study of Computer Science as a college major. Students will learn about data structures, arrays, searching and sorting techniques and graphics. This course is an excellent stepping stone to learn the Java programming language in either the Advanced Placement Computer Science class or in college.

AP Computer Science A

Credits: 5.00, Grades 10-12

Prerequisite: Students must meet the AP entry criteria.

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions. The course emphasizes object-oriented programming and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large complex problems. The AP Computer Science A course curriculum is compatible with many computer science courses in colleges and universities. Students are required to take the AP exam in May.

SPECIAL PROGRAMS

GROUP SCHOOL COUNSELING PROGRAMS

In addition to individual counseling, counselors visit classes and work with various groups of students (Grades 9-12) to give them information and guidance in the following areas:

- Orientation for incoming 9th grade students
- Standardized tests - PSAT, SAT, ACT, NJSLA- ELA, NJSLA- Math & NJSLA- Science
- Career planning
- The high school curriculum
- Information on colleges & universities
- Information on career and technical schools
- Career opportunities relating to school subjects
- Use of Naviance Family Connection

These group sessions with counselors are available to all students at the appropriate stages of their academic and career development. Counselors invite guest speakers from various careers, colleges, and financial aid offices to participate in these group sessions.

All 9th and 10th grade students are introduced to career exploration and given current information on careers of their choice. All 11th and 12th grade students are assisted with career and college search procedures.

BERGEN COUNTY VOCATIONAL & TECHNICAL SCHOOL

Vocational programs are offered at the Bergen County Satellite School located in Paramus, Teterboro, and/or Ho-Ho-Kus. Students may apply for either the shared-time or full-day program. Students enrolled in the shared-time program will attend the satellite school for approximately two and a half hours a day and complete their studies at Fort Lee High School the rest of the day. Shared time students lose time traveling from Bergen Tech to Fort Lee High School. At times, shared-time students may require online courses at the cost to the family to meet graduation requirements in four years.

Fort Lee High School students enrolled in the satellite school program remain official students of Fort Lee High School and may take part in clubs and athletics, receive credits from Fort Lee High School as well as from the satellite school, and then graduate from Fort Lee High School. Students interested should discuss the advantages of the satellite program with their counselor. More information about specific programs, Open House events, the application process, etc. may be found at <http://bcts.bergen.org>.

SPECIAL EDUCATION

Scheduling for special education students is a collaborative process between the student's school counselor and child study team case manager. Fort Lee High School has a child study team which consists of a school psychologist, learning disabilities teacher consultant, and school social worker. The child study team assists in the educational planning and programs for the special education students.

Special education students are awarded a variety of supports based upon their individual needs as stated in their Individualized Education Plan (IEP). The Fort Lee Board of Education is responsible for utilizing the least restrictive environment for the student who requires special education support placements.

A collaborative class is a general education class having two teachers (one general education teacher and one special education teacher). Both teachers are responsible for teaching the course content. It is the special education teacher who ensures the special education student fully understands the material by making the necessary accommodations and modifications as stated in their IEP.

A resource class has a smaller number of students and is taught by a special education teacher. Course content remains the same as the general education curriculum. However, specialized strategies and techniques are provided as learning is geared toward the student's individualized learning style.

ADVANCED PLACEMENT, HONORS, AND INTERNATIONAL BACCALAUREATE ENTRY CRITERIA

Placement in Advanced Placement, Honors and International Baccalaureate courses will be based on all three criteria below:

1. Standardized test results (when applicable) or overall current cumulative GPA*
2. Present academic achievement
3. Teacher recommendation

* Minimum GPA to enter Honors courses must be at least 3.0 and minimum GPA to enter AP/IB courses must be at least 3.5.

Students who would like to take Advanced Placement, Honors, or International Baccalaureate courses, yet do not meet the three criteria above, may choose to participate in the Appeal Process.

Students who do not complete the Advanced Placement or International Baccalaureate summer assignment(s), will be removed from the course.

STANDARDIZED TEST RESULTS

ENGLISH AND SOCIAL STUDIES

Incoming 9th-10th grades:
N/A Standardized Tests (Cumulative GPA only)

Incoming 11th-12th grades:
Meets the criteria from PSAT/Advanced Placement Potential Reports.

OR

SAT Critical Reading score of 520 and above and Writing score of 520 and above for Honors.
SAT Critical Reading score of 600 and above and Writing score of 590 and above for Advanced Placement.

OR

ACT Reading score of 22 for Honors.
ACT Reading score of 27 for Advanced Placement.

WORLD LANGUAGES

Incoming 9th-10th grade:
N/A Standardized Tests (Cumulative GPA only)

Incoming 11th-12th grades:
Meets the criteria from PSAT/Advanced Placement Potential Reports.

OR

SAT Critical Reading score of 520 and above and Writing score of 520 and above for Honors.
SAT Critical Reading score of 600 and above and Writing score of 590 and above for Advanced Placement.

OR

ACT score of 22 for Honors.
ACT score of 27 for Advanced Placement.

MATH

Incoming 9th-10th grade:
N/A Standardized Tests (Cumulative GPA only)

Incoming 11th-12th grades:
Meets the criteria from PSAT/Advanced Placement Potential Reports.

OR

SAT Math score of 560 and above or ACT Math score of 22 for Honors.
SAT Math score of 610 and above or ACT Math score of 24 for Advanced Placement.

SCIENCE

Incoming 9th-10th grade:
N/A Standardized Tests (Cumulative GPA only)

Incoming 11th-12th grades:
Meets the criteria from PSAT/Advanced Placement Potential Reports.

OR

SAT Math score of 560 and above or ACT Math score of 22 for Honors.
SAT Math score of 610 and above or ACT Math score of 24 for Advanced Placement.

PRESENT ACADEMIC ACHIEVEMENT

| Current Course Level | Desired Course Level | Grade |
|----------------------|----------------------|----------------------|
| Regular | Honors | 93 average and above |
| Regular | Advanced Placement | 97 average and above |
| Honors | Honors | 83 average and above |
| Honors | Advanced Placement | 87 average and above |
| Advanced Placement | Advanced Placement | 83 average and above |

APPEAL PROCESS

Students who do not meet the three required criteria for Advanced Placement, Honors and International Baccalaureate courses may choose to go through the Appeal Process.

The deadline to submit appeal paperwork will be announced. Please see the form on the next page.

ADVANCED PLACEMENT, HONORS, AND INTERNATIONAL BACCALAUREATE

APPEAL FORM

Name _____ Grade _____ Counselor _____ Date _____

A separate form needs to be submitted for each course.

| Current Course | Requested Course | Current Teacher's Name |
|----------------|------------------|------------------------|
| | | |

Present Academic Achievement

A student who did not initially meet the present academic achievement average and has chosen to appeal must achieve the present average(s) below in his/her current course by the end of the 3rd Marking Period.

| Current Course Level | Desired Course Level | Grade |
|----------------------|----------------------|----------------------|
| Regular | Honors | 93 average and above |
| Regular | Advanced Placement | 97 average and above |
| Honors | Honors | 83 average and above |
| Honors | Advanced Placement | 87 average and above |
| Advanced Placement | Advanced Placement | 83 average and above |

The final 1st and 2nd marking period grade plus midterm and part of marking period 3 will be used to calculate the average.

Average= _____

Teacher Recommendation

STUDENTS RECEIVED INITIAL TEACHER RECOMMENDATION YES OR NO

THOSE WHO DID NOT, WILL BE RE-EVALUATED BY TEACHER BY THE END OF MARKING PERIOD 3.

TEACHER'S SIGNATURE BELOW ACKNOWLEDGE RECOMMENDATION FOR REQUESTED COURSE (S).

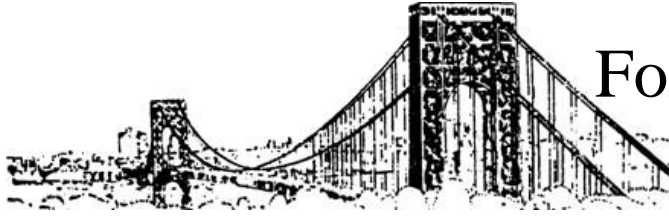
Cumulative GPA or Standardized Test Score

A student who did not meet the required standardized test score or the cumulative GPA (minimum of 3.0 for Honors and a minimum for 3.5 for Advanced Placement) will have his/her GPA re-evaluated at a later date.

(GPA: _____)

Parent's Signature _____
 Student's Signature _____
 Counselor's Signature _____

St. Test Score _____
 Date _____
 Date _____



Fort Lee Public Schools

School Counseling Services

Schedule Change Request Form

Student _____

Grade _____

School Counselor _____

Date _____

| Course Name & Teacher | Type of Request (Circle Below) | | |
|---|--------------------------------|---------------|--------------|
| | Withdraw | Course Change | Level Change |
| <p>Schedule Change</p> <p>Counselors will be available prior to the first day of school and during the first 10 days of school to process schedule change requests. All schedule change requests must be accompanied by a Schedule Change Request form that is completed and signed by the student and a parent/guardian. The Schedule Change Request form must be submitted to the student's counselor prior to the deadline.</p> <p>Schedule changes will be permitted only if one or more of the following criteria are met:</p> <ul style="list-style-type: none"> Student is scheduled in the wrong course, student is missing a required subject/course, student went to summer school (and passed) for a scheduled course, student already took a scheduled course or student was notified in writing by a college that a specific course is necessary for admission (must produce college letter) <p>The following schedule change requests will not be permitted:</p> <ul style="list-style-type: none"> Teacher preference, lunch preference, elective preference, an interest in joining friends in a particular class <p>Course Level Change- A student may request to change course levels (drop a level) within the same course, e.g., AP/Honors to College Preparatory Level or College Preparatory Level to Essentials Level no later than the last school day in September. All course level change requests are subject to administrative approval and course availability. Course level change requests may not be approved if the request requires multiple course changes in the student's schedule. Course level change requests will not be accepted after the aforementioned Full Year and Semester deadlines.</p> <p>Course Withdrawal -A student may request to withdraw from a course. Withdrawal from a course will result in the loss of credit for the course. The course may not be replaced by a credit bearing course. The student's schedule will remain intact and the withdrawn course will be replaced by a non-credit bearing assignment. Requests to conduct a course withdrawals are subject to the availability of a non-credit bearing assignment the same period as the withdrawn course.</p> <p>Withdrawal from a Full Year Course- A student may request to withdraw from a Full Year course by the last school day in September. Withdrawal from a Full Year course after this day will result in no record of the course on the student's transcript. Withdrawal from a Full Year course after the deadline will be recorded as a WD on the student's transcript. Withdrawal from a Full Year course after the posting of the Second Marking Period grades will be recorded as a WF on the student's transcript.</p> <p>Withdrawal from a Semester Course- A student may request to withdraw from a Semester course within fifteen days from the start of the semester. Withdrawal from a Semester course within this timeline will result in no record of the course on the student's transcript. Withdrawal from a Semester course after day fifteen and up to and including day twenty nine will result in a WD on the transcript. Withdrawal from a semester course day thirty and beyond will result in a WF on the student's transcript.</p> | | | |

Parent Signature _____

Student Signature _____

Date _____

Counselor Signature _____

Administrator Signature _____

Date _____

| Approved | Denied | Reason |
|----------|--------|--------|
| | | |

****This area is for use by the School Counseling Department****

| | |
|---------------------|----------------------------|
| Date form received: | New Class (if applicable): |
|---------------------|----------------------------|

FORT LEE HIGH SCHOOL GRADUATION PLANNER

Student Name: _____

Graduation Year: _____

| Subjects | 120 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Credits |
|-----------------------------------|---------------------|--|--|---|--|---------|
| | Credits Required | | | | | Earned |
| English | 20 | English 9 | English 10 | English 11 | English 12 | |
| Health & Physical Ed. | 16-20 | Proj. Adventure, Health & Physical Ed. 9 | Driver Education & Physical Ed. 10 | CPR/AED Physical Ed. 11 | Family Living/ Physical Ed. 12/Teen Pep | |
| Mathematics | 15 | Algebra I | Geometry | Algebra II | Math or Elective | |
| Social Studies | 15 | US History I | US History II | World History | Social Studies or Elective | |
| Science | 15 | Environmental Science | Biology | Chemistry | Science or Elective | |
| World Languages | 5 | World Language Level I | World Language Level II/III | World Language Level III/IV or Elective | World Language Level IV or Elective | |
| Visual/ Performing Arts | 5 | Visual Performing Art | Visual Performing Art | Visual/ Performing Art | Visual/ Performing Art | |
| Practical Art 21st Century Skills | 5 | Practical Art or General Elective | Practical Art or General Elective | Practical Art or General Elective | Practical Art or General Elective | |
| General Electives | 12.5 | | | | | |
| Community Service | 2.5 | Community Service - 50 hours minimum required for graduation. Students may take multiple years of Community Service if so desired. | | | | |
| Financial Literacy | 2.5 | | Financial Literacy | | | |
| The Art of Writing | 2.5 | | The Art of Writing | | | |
| Total Credits Earned: | | | | | | |

| | | Standardized Tests | | | |
|-------|---------|--------------------|-----------|-------------|--|
| NJSLA | Math | Algebra: | Geometry: | Algebra II: | |
| NJSLA | ELA | ELA 9: | | | |
| NJSLA | SCIENCE | Grade 11: | | | |
| NJGPA | | ELA: | Math: | | |

*** Must pass a NJSLA English and NJSLA math or achieve proficiency on PSAT, SAT, ACT, ASVAB or Accuplacer test.**