

ENGLISH

<p>SAT Preparation: Verbal/Math</p>	<p>11, 12</p>	<p>The SAT prep class has two purposes. First, it gives students a thorough grounding in standardized test-taking strategies that help them succeed on the SAT specifically, as well as on multiple-choice tests similar to the SAT. Second, it serves as a review of the basic cognitive and analytical verbal/mathematical skills that the SAT is designed to test. Instruction followed by guided practice is the foundation of the course. The objectives of the course are:</p> <ul style="list-style-type: none"> ○ Apply critical thinking skills. ○ Apply problem-solving techniques and strategies. ○ Apply fundamental mathematical principles to unfamiliar problems. ○ Apply knowledge of successful study and reading strategies. ○ Assess strengths and weaknesses in testing skills and strategies to personalize instruction. ○ Differentiate among strategies necessary to complete standardized tests. ○ Become familiar with test, test directions, answer sheets, and different types of questions by taking actual sample tests. <p>The course will be taught twice during the school year. The first segment is structured for seniors, who wish to take the SAT to accompany college applications. The second segment is available for juniors, who plan to take the SAT in the spring.</p>
<p>English I</p>	<p>9</p>	<p>Prerequisite: Successful completion of 8th grade English</p> <p>English I emphasizes the close relationship between reading and writing skills. Reading material includes short stories, novels, Shakespeare’s <u>Julius Caesar</u>, and Greek and Roman myths. In-class writing is conducted on a regular basis and includes the various forms of composition. Vocabulary development emphasizes defining words in context and using new vocabulary in writing experiences.</p>
<p>English I Honors</p>	<p>9</p>	<p>Prerequisite: B+ in 8th grade Vector English, teacher recommendation</p> <p>English I Honors meets all the requirements of English I with an in-depth approach. Literature is analyzed with attention to style, literary techniques, and universal ideas. Students write on a frequent basis and are often required to write papers that prove a thesis. Extensive study is also devoted to vocabulary development and oral communication.</p>

<p>English II</p>	<p>10</p>	<p>Prerequisite: Successful completion of English I</p> <p>In English II the curriculum seeks to develop a student’s ability to think critically and creatively through writing, reading, speaking, and listening. In conjunction with the study of grammar and vocabulary, the writing program reinforces skills in expository, creative, and narrative writing. The literature portion of the course focuses on various genres and the analysis of universal themes. In preparation for a ten-minute oral presentation, a student is taught to gather and examine information in a logical and sequential way. In order to achieve these goals, the curriculum stresses the importance of literature and the significance of oral and written communication.</p>
<p>English II Honors</p>	<p>10</p>	<p>Prerequisite: B+ in English I Honors, teacher recommendation</p> <p>English II Honors meets all the requirements of English II. Literature is analyzed with additional attention to literary styles, techniques, and universal themes. Extensive study is devoted to vocabulary development and oral communication. English II Honors also requires the completion of a short research paper and several critical essays.</p>
<p>English III American Literature</p>	<p>11</p>	<p>Prerequisite: Successful completion of English II</p> <p>This course presents a survey of our American literary heritage through reading and studying of our best-known and highly valued works of literature (novels, plays, and poetry from colonial to contemporary times). Students will read from the works of Hawthorne, Melville, Thoreau, Poe, Twain, and Frost. A research paper, based on the literature studied and derived from a thesis presented by the student and approved by the instructor, is required.</p>
<p>English III Honors American Literature</p>	<p>11</p>	<p>Prerequisite: B+ in English II Honors, teacher recommendation</p> <p>In English III Honors the student will read all works required of the English III classes and additional works such as Hawthorne’s <u>The Scarlet Letter</u>, Crane’s <u>The Red Badge of Courage</u>, Thoreau’s <u>Walden</u>, and Melville’s <u>Billy Budd</u>. Students will write critical papers, a minimum of one per marking period, and a research paper. The nature of the reading demands that students selecting this course be prepared to read difficult work with ease and understanding.</p>

<p>AP English III English Language and Composition</p>	<p>11</p>	<p>Prerequisite: B+ English II Honors, teacher recommendation</p> <p>Advanced Placement English Language and Composition emphasizes the interpretive reading of American literature written in a variety of periods and in a variety of rhetorical styles. Reading selections include non-fiction prose, fiction, and poetry. Students will examine literary structures and conventions and effectively use them in their own writing, becoming skilled writers who compose for a variety of purposes. An emphasis is placed on expository, analytical, and argumentative writing. Important concepts studied include diction, syntax, style, tone, rhetorical and literary devices. Frequent compositions will be assigned as well as a research paper. Students will take the AP exam in May.</p>
<p>English IV English/World Literature</p>	<p>12</p>	<p>Prerequisite: Successful completion of English III</p> <p>In English IV the student will read works of great literature written in English and translated from foreign tongues. These works have been selected for styles, and to show the diversity and richness of the cultures from which they come. Major required readings from English literature and world literature will include <u>Oedipus Rex</u> by Sophocles, <u>The Canterbury Tales</u> by Chaucer, <u>Macbeth</u> by Shakespeare, and <u>A Doll's House</u> by Ibsen. Other works, short stories, plays, essays, and novels will be selected by the instructor from a list of options for class study to suit the needs of each class group. Students will be responsible for the preparation of a research paper based on the literature studied, requiring a thesis to be proved which has been devised by the student and approved by the instructor. The research paper is a course requirement.</p>
<p>English IV Honors English/ World Literature</p>	<p>12</p>	<p>Prerequisite: B+ in English III Honors and/or teacher recommendation</p> <p>In English IV Honors students will read great works of literature by British and world authors. Works studied are taken from the Anglo-Saxon to the Modern Periods of English literature and selected world authors. Students will be required to read a variety of literary genre including at least two novels each marking period. Frequent literary analysis papers will be assigned as well as a literary research paper.</p>

Humanities/AP English Literature & Composition	12	Prerequisite: B+ in AP English III or A in English III Honors and/or teacher recommendation AP Humanities, an interdepartmental course taught by the music, history and English departments, is designed to introduce students to the richness of the human experience. Focusing upon the elements of a classical education, the course seeks to familiarize students with some of the great ideas and achievements of mankind. Students are expected to read, examine, and discuss selected great works in the fields of literature, philosophy, music, and the visual arts. A strong emphasis is placed upon an appreciation of the arts, and upon the traditional value of learning for its own sake. Students are therefore expected to devote themselves to critical readings of great works, and to develop the skills of analysis and exposition through the submission of papers and creative projects. Consistent with a college and Advanced Placement format, small group discussions, independent study, and seminar presentation are utilized whenever possible.
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ENGLISH ELECTIVES

The following courses are specialty courses offered to students as a second English class. Students selecting one of these courses must select another English class, which satisfies the English requirement. All English electives deal directly with the skill area involved and are, therefore, relieved of the usual junior-senior required research paper.

Public Speaking	11, 12	<p>Prerequisite: Successful completion of English II</p> <p>This course is designed for students who would like to improve their ability to be at ease when speaking before a group. There will be frequent and regular practice in preparing and presenting informal and formal speeches and in oral interpretation. Instruction in the skill of debating will help the student present and defend a point of view; this will include the gathering of evidence, organization of material, and preparation of debate briefs. Individual presentations and group work are expected of the student.</p>
Creative Writing	10, 11, 12	<p>Prerequisite: Successful completion of English</p> <p>This course will provide daily practice in several forms of imaginative writing: the short narrative, poetry, short play, or dramatization. Emphasis will be placed on the student's ability to communicate clearly, concisely, and effectively what he/she perceives through his/her senses.</p>
Creative Writing II/ Developing the Writing Voice	11, 12	<p>Prerequisite: B in Creative Writing</p> <p>A second level in the creative writing program, this course is designed for refinement of the student work. Emphasis is placed on critical examination of the author's craft, refinement of style, and attention to critical details. The course involves not only creating original work, but editing and revising those pieces so that the author's individual voice can be improved.</p>
Adventures in Drama	10, 11, 12	<p>Adventures in Drama will provide students the opportunity to communicate in a powerful and emotional way. Students in this course will come to understand and appreciate the creative process of drama. The course will start with an overview of the history of theater, starting in Ancient Greece and ending in Modern Drama. Students will read, analyze, and perform plays. Specific playwrights and their works will be studied for their contributions to theater as an art form. Analyzation of plays will occur through written and verbal expression. Performance of dramatic scripts will occur through improvisation, skits, and/or small group work.</p>

<p>Yearbook Workshop (Exit)</p>	<p>10, 11, 12</p>	<p>Recommendation: English teacher and/or Computer Applications teacher. Interview required with Yearbook advisors for final selection</p> <p>Students should be able to meet deadlines, be willing to revise and work with the suggestions of others, possess computer skills in order to create and design page-layouts, have knowledge of PhotoShop (useful but not required). Students should be willing to access on-line program at home and work beyond class time; must be detail oriented and have strong writing skills.</p> <p>Yearbook Workshop creates the senior yearbook using an on-line design program. Students take photographs of school activities and gather information and pictures from fellow students for inclusion in the yearbook. Students design page-layouts, write text to explain section content and photo captions, use creative techniques to present a theme and prepare the book for publication.</p>
<p>Introduction to Media Skills and Applications (H)</p>	<p>9, 10</p>	<p>Prerequisite: B+ in English from previous year and/or teacher recommendation</p> <p>The course is an introduction to Journalism. Students are introduced to journalistic writing skills, opinion writing, headlines and captions, and copy-editing. Further instruction will include Desktop publishing, photography, broadcast news copy, and law and ethics of the student press.</p>
<p>School Newspaper I (H)</p>	<p>10</p>	<p>Prerequisite: B in Introduction to Media Skills and Applications and/or teacher recommendation</p> <p>Students in this course produce the school newspaper, but are not eligible for page editor, managing editor, or editor-in-chief positions. Part of their requirement is to be monitored by a School Newspaper II or III student and to do one project related to scholastic journalism outside of the Maroon and Gray. Additional units in online journalism may be introduced at the discretion of the advisor, and are encouraged.</p>

School Newspaper II (H)	11	<p>Prerequisite: B in School Newspaper I (H) and/or teacher recommendation</p> <p>Students in this course produce the school newspaper and are eligible for page editor, managing editor, and editor-in-chief positions. Part of their requirement is to monitor a School Newspaper I student and to do one project related to scholastic journalism outside of the <i>Maroon and Gray</i>. Additional units in online journalism may be introduced at the discretion of the advisor, and are encouraged.</p>
School Newspaper III (H)	12	<p>Prerequisite: B average in School Newspaper II (H) and/or teacher recommendation</p> <p>This is a senior-level course for students who wish to take the honors journalism track for all four years. Students in this course produce the school newspaper and are eligible for page editor, managing editor, and editor-in-chief positions. Part of their requirement is to monitor a School Newspaper I student and to do one project related to scholastic journalism outside of the <i>Maroon and Gray</i>. Students must also write a research paper not to exceed five pages on Student Press Law. Additional units in online journalism may be introduced at the discretion of the advisor, and are encouraged.</p>

SOCIAL STUDIES

World History	9	The World History course is offered during the freshman year of study. Recognizing the paramount role the United States plays in world affairs, the course aims to provide students with the knowledge and skills necessary to serve as effective and informed citizens of the United States and the global community. Utilizing the social sciences of geography, anthropology, and history, students will analyze world societies on a regional basis. A strong emphasis will be given to the development of both social studies and research skills, with the infusion of the library skills and proficiencies into the World History curriculum.
World History Honors	9	Prerequisite: Teacher recommendation The World History Honors course is a geographical, anthropological, and historical analysis of the dynamics of the modern world. Recognizing the profound impact of the United States and the West upon world affairs, the course will examine the scientific, political, economic, industrial, and social revolutions, which occurred within western societies, and the responses of non-western cultures to these watershed events in the human experience. Various world cultures will be analyzed on a regional basis. Students will also continue to develop essential social studies skills. The skill areas include: acquiring information, organizing and analyzing information, social and group participation skills, as well as proficiency in those skills identified in the library science curriculum. Students will also view and analyze works of art from various world cultures on display at metropolitan area museums.
European History	10, 11, 12	This course focuses on the political, economic and social aspects of European history. Beginning with a brief overview of the Greco-Roman world, the European history course emphasizes the developments that have taken place in Europe from the Early Middle Ages to the issues that presently face the European Union. Moreover, a great deal of attention is paid to the effects that European history has had on the United States.

<p>Russian/East Asian History – Honors</p> <p>East Asian History</p> <p>Russian History</p>	<p>10, 11, 12</p>	<p>Prerequisite: B+ in World Cultures-Honors and/or teacher recommendation</p> <p>This course aims to introduce the student to the civilization of China and Japan. Although emphasis is placed in the modern period, i.e., the 19th and 20th centuries, the early cultural heritage is not neglected. Each unit concludes with a study of the contemporary geographic and political circumstances of each nation.</p> <p>This course analyzes the political culture of Russia in the context of the nation’s history and geography. Important themes in Russian history are examined and traced from early to modern times, although the primary focus is upon the pivotal events of the twentieth century. Class time is spent analyzing the Soviet Union and its successor, the Russian Federation, and its interaction with the rest of the world.</p>
<p>United States History I</p>	<p>10</p>	<p>This course attempts to provide a general survey of American History from the Columbian Exchange to the dawn of the twentieth century. Special emphasis is placed upon the political, social, and economic factors affecting our national development. The Constitution and the Bill of Rights receive careful attention.</p>
<p>United States History I Honors</p>	<p>10</p>	<p>Prerequisite: B+ in World History Honors and/or teacher recommendation</p> <p>This course attempts to provide an accelerated survey of American History from the Pre-Columbian period to the 1900’s, with special emphasis being placed upon the political, social, and economic development of the United States. The course will include an introduction to historiography and various interpretations of the nation’s past. It is the intention of the course to accomplish the following objectives and goals during the year: communicate knowledge, sharpen inquiry skills to construct theories, dissect cause and effect relationships, expose students to myriad interpretations, improve social relations and encourage student responsibility and self-motivation. In addition to the basic texts, students will be expected to read all supplemental works distributed and assigned by the instructor.</p>

United States History II	11	<p>This course continues the general survey of American history that began in the previous year, focusing on the years 1900 to the present. Students in this course will pursue a chronological study of the major events that have shaped the American nation, as well as topical explorations of major themes in twentieth century history. Students will gain familiarity with the interdisciplinary approach of the historian as they investigate the political, social, and economic forces that have shaped modern America.</p>
United States History II Honors	11	<p>Prerequisite: B+ in US History I Honors and/or teacher recommendation</p> <p>This course will focus on the major trends, movements and themes of twentieth century American history. Students will be required to complete four major quarterly papers or book reviews, in addition to submitting weekly reports that touch on some point in twentieth century American history. In addition to the basic texts, students will be expected to read all supplemental works distributed and assigned by the instructor.</p>
AP United States History	11	<p>Prerequisite: “A” in US History I Honors and/or teacher recommendation</p> <p>The AP United States History course is offered during the junior year of study. This program prepares students for intermediate and advanced related college courses by imposing requirements upon them commensurate with full-year introductory college subjects. Major emphasis is devoted to detailed investigation of the history of twentieth century America. The scope of this study will consume the better portion of the academic year. A review of United States History I content will be conducted. Students will be required to take the Advanced Placement exam in May. A rigorous series of student-prepared research projects, as well as the final course exam, will complete the course requirements in late May and June.</p>
Sociology	11, 12	<p>The Sociology course is an introduction to the content, methodology, and concerns of the discipline. Topics covered include socialization, group interactions, social stratification, race, norms, and relationships between individuals and groups, with a primary focus upon contemporary America.</p>

AP Human Geography	11, 12	<p>Prerequisite: “B+” in the previous year’s honors level social studies course (“A” in a regular level) and teacher recommendation</p> <p>The AP Human Geography course provides a college level introduction to the spatial analysis of the human condition. The emphasis will be upon the geographic patterns and processes that affect life on earth. Topics will include, but are not limited to, human settlement patterns and political organization, regional analysis, population, cultural diffusion, urbanization, land use, economic activities, and the environmental consequences of human activity. Students will use a variety of media to analyze and portray geographic data, and will learn about the methods and tools utilized by professional geographers.</p>
AP Government and Politics	12	<p>Prerequisite: “A” in US History II Honors and/or teacher recommendation</p> <p>The AP Government and Politics course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with various institutions, groups, beliefs, and ideas that influence American politics. Students will be encouraged to take the AP exam (for college credit) in the spring of each year.</p>
AP Economics: Macroeconomics	12	<p>Prerequisite: “A” in US History II Honors and/or departmental permission</p> <p>The Advanced Placement Economics course will provide students with an introduction to the principles, concepts, and applications of economic analysis. The primary focus of the course will be upon macroeconomics, with special emphasis on basic economic concepts such as scarcity, supply and demand, specialization and comparative advantage, and opportunity costs, as well as national income and price determination, economic performance measures, factors affecting economic growth, and international economics as exemplified by specific case studies. Students will be required to take the AP Macroeconomics exam in the spring of the academic year. Subsequent to the completion of the AP exam requirements, the course study will introduce students to the basic concepts and measures of microeconomics.</p>

Macroeconomics	12	The Macroeconomics course is an introduction to the principles and concepts of economic analysis. This course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and the global economy. Specific case studies are utilized as appropriate. Students will also be able to access and utilize economic data in a variety of formats.
Archaeology of the Ancient World	9-12	Archaeology of the Ancient World is an exploration of the ancient past through the sites, artifacts, records, and mysteries of the centuries before the Common Era. Students will learn the methods of the archaeologist, and investigate sites and digs through virtual tours, archaeological records, art, documents, and artifacts. The primary focus of the course will be the civilizations of the Fertile Crescent, Egypt, Crete, Greece, and Rome. Field trips to local museums to examine actual remnants of these cultures will be incorporated into the instructional activities.
The Middle East (Honors)	10, 11, 12	<p>Prerequisite: Teacher Recommendation</p> <p>Although a geographically imprecise term, the "Middle East" is the focal point for many of the world's problems. The course will examine the countries, peoples, and conflicts stretching from Afghanistan, through Southwest Asia, to the North African coast, noting those factors that link them to the region and its discontents. Among the problems to be considered are the Arab – Israeli conflict, political Islam, the Iranian Revolution, the roots of terrorism, as well as the political, demographic and geographic sources of instability in the region. Students will utilize the disciplines of history, political science, geography, and economics to develop a deeper understanding of why this region remains one of the primary concerns of world affairs. While the course will examine the heavy hand of history upon the region, the primary focus will be upon those events since World War I.</p>

MATHEMATICS

Pre-Algebra	9-12	This course is designed for the student whose needs and interests are not served by the traditional college preparatory sequence. Emphasis is on reasoning skills and applications that connect the knowledge of mathematics to the real world. Algebra I and geometry skills are introduced.
Transition Math	10, 11, 12	This course is designed for the student whose needs and interests are not served by the traditional college preparatory sequence. Emphasis is on reasoning skills with calculators used as a problem-solving tool. Algebra I and geometry skills are reinforced
Integrated Math	11, 12	This course is designed for the student whose needs and interests are not served by the traditional college preparatory sequence. Emphasis is on improving mathematical and reasoning skills with practical applications and critical thinking strategies for the consumer and wage earner. Algebra I and geometry skills are reinforced.
Algebra I	9, 10	This course is designed for those students who are preparing themselves to attend a college or university that requires at least three years of mathematics. The course begins with a review and extension of the concepts, principles, and procedures developed in previous math courses. It includes the fundamentals of a standard algebra course, with lessons and examples that are easy to read and an abundance of exercises designed to establish and strengthen algebraic skills and concepts. The course continues to introduce material necessary for advancement to higher-level math courses such as Geometry and Algebra II. HSPA preparation and graphing calculator activities are also implemented into the course.

Advanced Algebra I	9-12	This course is designed for those students who are preparing themselves to attend a college or university that requires four years of mathematics. The course begins with a review and extension of the concepts, principles, and procedures developed in pre-algebra or its equivalent. The course continues to introduce material necessary for advancement to higher-level math courses such as Advanced Geometry and Advanced Algebra II. The course includes the study of the real number system, polynomials, displaying data relationships with graphs, algebraic equations and inequalities, functions and their graphs, and the solution of word problems with real life applications using algebraic techniques. HSPA preparation and graphing calculator activities are also implemented into the course.
Geometry	9, 10, 11	This course is designed for the college preparatory student who has completed Algebra I. Emphasis will be on deductive reasoning, logical thinking, and applications to real world situations. The emphasis will be placed on visualization to learn geometric relationships that can also be used in other fields of knowledge. The course will focus on Euclidean, coordinate and three-dimensional geometry as well as an introduction to trigonometry using right triangles. Throughout this course, concepts and skills needed to be successful on the High School Proficiency Assessment will be reinforced and refined.
Advanced Geometry	9-12	This course is designed for the college preparatory student who has successfully completed Advanced Algebra I and is planning on attending a four-year college or university. The course will begin with the introduction of geometric concepts and their applications and the development of deductive proofs by the use of logical reasoning. The student will develop an ability to analyze and interpret geometrical relationships that will be useful in future mathematics courses and other fields of study. The course will focus on Euclidean, coordinate and three-dimensional geometry and include an introduction to trigonometry. Throughout this course the concepts and skills needed to be successful on the High School Proficiency Assessment will be reinforced and refined. The course will also include a review of those topics found on the S.A.T.

<p>Algebra II</p>	<p>10, 11, 12</p>	<p>This course is designed for those students who are not interested in pursuing a mathematics/science career but wish to attend a college or university that requires at least three years of college mathematics. The course reinforces those concepts and skills presented in Algebra I before moving onto more complicated algebraic concepts. The new skills presented in this course exposes students to more sophisticated and complex equation-solving skills and the application of these skills in the solving of word problems. Basic trigonometric concepts and their applications to problem solving are also part of the curriculum. Students at the end of this course will be able to advance to a higher-level math course such as Math Analysis. Throughout this course the concepts and skills needed to be successful on the High School Proficiency Assessment are reinforced and refined.</p>
<p>Advanced Algebra II</p>	<p>10, 11, 12</p>	<p>This course is designed for those students with better than average mathematical abilities who wish to attend a college or university that requires a strong background in mathematics. The course will begin with a review and the extension of those concepts, principles, and procedures taught in either Advanced Algebra I or Advanced Geometry. The course continues to introduce material necessary for advancement to higher-level math courses such as Pre Calculus and Math Analysis. H.S.P.A. and S.A.T. preparation and the use of graphing calculator activities are also implemented into the course.</p>
<p>Selected Topics in Mathematics</p>	<p>11, 12</p>	<p>Prerequisite: Algebra II or Advanced Algebra II</p> <p>This course is a survey of selected mathematical topics for the college bound student. It is designed to give the student an appreciation of mathematics as an integral part of our culture. Applications to other disciplines will be explored. Topics are selected from various areas of mathematics such as functions, matrices, and discrete and applied mathematics. Calculators and computers are used to enhance the problem solving nature of the course.</p>

<p>Math Analysis</p>	<p>12</p>	<p>Prerequisite: Advanced Algebra II (B- or C average) or Algebra II (A or B+ average)</p> <p>This course is designed for the college preparatory student who would like a stronger background in mathematics. Emphasis will be on those topics from advanced high school mathematics. The curriculum includes the following topics: linear, polynomial and rational functions and their graphs; trigonometric functions and their graphs, identities, inverses and equations; systems of equations; conic surfaces; and statistics and probability. This course will provide students with the background necessary to continue their study of mathematics at the college level.</p>
<p>Precalculus Honors</p>	<p>11, 12</p>	<p>Prerequisite: Advanced Algebra II: “A” or “B” average; Math Analysis: A average</p> <p>This course is designed for the student who is preparing for college and serves as a foundation for calculus. Emphasis is placed on functions, including algebraic, circular, trigonometric, and exponential. The calculus of polynomial functions is introduced.</p>
<p>Accelerated Algebra II Honors</p>	<p>10, 11, 12</p>	<p>Prerequisite: “A” or “B” average in Accelerated Geometry and teacher recommendation</p> <p>This course is designed for the above average mathematics student in preparation for Advanced Math. It presents a unified treatment of Algebra and analytical geometry. Selected enrichment topics will be covered.</p>
<p>Accelerated Geometry Honors</p>	<p>9-12</p>	<p>Prerequisite: “A” or “B” average in Algebra I (grade 8) and teacher recommendation</p> <p>This course is designed for the advanced mathematics student. It presents a rigorous course in plane and coordinate geometry. Emphasis is placed on the nature of proof and the meaning and use of assumptions and theorem.</p>
<p>Advanced Mathematics Honors</p>	<p>11, 12</p>	<p>Prerequisite: “A” or “B” average in Accelerated Algebra II and teacher recommendation</p> <p>This course is designed for the Advanced Mathematics, science, engineering, or business administration. Emphasis is on Algebra, trigonometry, analytical geometry, and selected topics in preparation for calculus.</p>

<p>Calculus Honors</p>	<p>12</p>	<p>Prerequisite: “B” or “C” average in Advanced Math; “A” or “B” average in Pre-Calculus or teacher recommendation; “A” average in Math Analysis or teacher recommendation</p> <p>This course is designed to introduce the student to concepts and applications presented in Calculus. It is directed toward college-bound students who plan to study business, economics, management, and/or social and life sciences. It will give students, who plan on going into math oriented careers, a sound background in mathematics and keep them competitive in the college environment.</p>
<p>AP Calculus AB</p>	<p>12</p>	<p>Prerequisite: “A” or “B” average in Advanced Mathematics and teacher recommendation</p> <p>Calculus is an intensive course in the calculus of functions of a single variable. It is a rigorous approach to the study of differential and integral calculus and includes topics in vector functions and differential equations. This course prepares students to take the AB Advanced Placement examinations. Success on the exam enables cooperative colleges and universities to grant Advanced Placement and/or credit in mathematics.</p>
<p>AP Calculus BC</p>	<p>12</p>	<p>Prerequisite: AP Calculus AB and teacher recommendation</p> <p>This course is designed for the gifted students whose interests lie in the mathematics-science field. Emphasis will be placed on differentiation, integration skills, sequences, series, vector analysis and multiple integration problems. Students who successfully complete this course will have the math background equivalent to three semesters of calculus in college.</p>
<p>AP Statistics</p>	<p>11, 12</p>	<p>Prerequisite: "A" or "B" average in Advanced Algebra II or teacher recommendation</p> <p>The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students who successfully complete the course and examination may receive college credit and/or advanced placement for a one-semester introduction to a college statistics course. Students will be applying mathematics to real-world decision-making problems.</p>

SCIENCE

Biology	9-12	This course is a study of core biological principles. Students will experience a hands-on/inquiry laboratory approach to the living world. It involves the learning of life processes such as those associated with the cell, evolution, and genetics as well as an interconnecting study of plants, animals and their environment. Throughout the course, biological principles will be related to careers in the medical and health industries.
Advanced Biology	9-12	This course is the study of living processes. The course has as its objective the understanding of biological principles. It offers an opportunity to become acquainted with the techniques and terminology in the study of the natural sciences, including biochemistry, cytology, physiology, genetics, evolution, botany, zoology and ecology. Emphasis is placed on the ability to use critical thinking to gather and evaluate data, to use laboratory apparatus properly, and to express ideas effectively.
Accelerated Biology Honors	9	<p>Prerequisite: Algebra I (grade 8) and teacher recommendation</p> <p>This course deals extensively with the abstract concepts of biology and incorporates a more in-depth practice of higher level thinking skills, experimentation skills and processing skills. The course is devoted to the study of basic concepts of biology, such as cytology, physiology, molecular biochemistry, genetics, evolution, organism taxonomy and ecology. Notebooks, laboratory reports, internet/library research and critical thinking are required of all students.</p>
Earth/Space Science	10, 11, 12	This course will deal with all facets of the planet earth and its relationship with the entire solar system. The spectrum of study will include the composition, structure, history and dynamics of the earth and its place in the solar system and universe. Learning through the use of models, hands-on demonstrations, experimentation, and web-based research will be included.
Environmental Science	10, 11, 12	This course gives the students an overview of the structure of the environment, how organisms react with their environment and how human activities and natural phenomena affect the environment. Topics include trophic structure and energy flow, biogeochemical cycles, succession, ecosystem interactions, biomes and an examination of ecological problems and possible solutions. Emphasis will be placed on the collection, expression and analysis of scientific data.

<p>Principles of Geology and Oceanography Study of the Land and Sea</p>	<p>10, 11, 12</p>	<p>The course is divided into two parts. Part one addresses the major postulates of geology, including the study of the composition, structure, physical properties, history, and the processes that shape Earth's components. The vastness of geologic time will also be examined.</p> <p>Part two of this course deals with the physical, geological, chemical, and biological processes that affect marine ecosystems, the oceanic environments that cover more than 70% of the Earth's surface. Students will identify challenges in marine science that must be solved by interdisciplinary thinking and address important local and global issues.</p>
<p>College Chemistry</p>	<p>10, 11, 12</p>	<p>Prerequisite: Biology & Algebra I</p> <p>This course stresses the fundamental principles of elementary chemistry for those students with primary interests outside the natural science disciplines. This treatment of the subject is designed to appeal to those entering fields requiring general exposure to chemical principles, but not needing a highly sophisticated understanding of technical concepts. Laboratory science concepts for college admission will be fulfilled by this course.</p>
<p>Chemistry Honors</p>	<p>10, 11, 12</p>	<p>Prerequisite: Biology, Advanced Algebra I & teacher recommendation</p> <p>Chemistry deals with the composition of matter in its various forms and the change which matter undergoes. Class procedures place emphasis on understanding and application of principles and development of clarity in thinking and expression. Individual laboratory work, as well as teacher demonstrations, provides a basis for development of the unifying principles of modern chemistry. This course is intended for students preparing for advanced science courses at Nutley High School and for the pursuit of science on the college level.</p>

Physical Science	10, 11, 12	Physical science integrates the major concepts of physics and chemistry as these disciplines relate to and impact nature and technological society. The program emphasizes critical thinking by actively engaging students in the understanding of the central concepts of physics and chemistry through individual and cooperative group activities using experimentation, computer technology and mathematics as effective and essential tools of science.
Forensic Science	12	<p>The <i>Forensic Science</i> course is designed to introduce basic science techniques to students who are curious about science. <i>Forensic Science</i> encompasses aspects of all major science disciplines including anatomy, anthropology, biology, chemistry, environmental science, genetics, and physics, allowing students to experience a broad spectrum of basic scientific concepts.</p> <p>The <i>Forensic Science</i> course consists of a comprehensive and challenging curriculum designed to give the student a solid scientific foundation in the basic principles of forensic science. Topics will range from basic measurement and scientific method to more complex concepts such as fingerprint analysis, enzyme testing for biological substances, and the role of DNA in criminal investigation.</p>
Microbiology	10, 11, 12	<p>Prerequisite: Biology</p> <p>This course is designed to introduce the student to the study of bacteria, viruses, and other microorganisms. Especially considered are the structure, life processes and genetic systems of microbial organisms, the role of microbes in producing disease, the means of controlling microbes, the basis of antibiotic effectiveness and the immunological responses of humans to microbial infections. Laboratory activities include basic microbiological techniques and application of biotechnology to industrial products, agriculture, environment, and medicine. This course is laboratory-oriented. Lab skills in microscopy, as well as slide, media, and solution preparation will be developed. Formal laboratory notebooks are required for this course.</p>

Human Physiology	11, 12	<p>Prerequisite: Biology, Chemistry</p> <p>This course is a systematic study of the human body, stressing structure and function. This is a laboratory-oriented course involving detailed dissection, microscopy and an in-depth investigation of the cells, tissues, organs and systems of the human body. The course is designed specifically for those students planning to pursue a career in related medical fields.</p>
Human Physiology Honors	11, 12	<p>Prerequisite: Biology, Chemistry, Algebra II and teacher recommendation</p> <p>A study of the basic physical and chemical principles that govern the function of the human body will be undertaken. These principles will be developed into an understanding of the human as an evolutionary product of precise engineering. This is a laboratory-oriented course involving detailed dissection, microscopy and an in-depth investigation of the cells, tissues, organs and systems of the human body.</p>
Physics	10, 11, 12	<p>Prerequisite: 86 (B) or higher in Advanced Algebra I</p> <p>This course stresses the fundamental principles of elementary physics. It offers an introduction to the subject for students preparing for college. The collection, analysis and expression of data are stressed. Strength in mathematics is essential to success in physics.</p>
Physics Honors	10, 11, 12	<p>Prerequisite: 90 (B+) or higher in Advanced Algebra I and teacher recommendation</p> <p>This course is designed specifically for those students preparing for advanced placement science courses at Nutley High School and for students planning pursuit of a career in science-related areas. Engineering, engineering science, chemistry, and physics programs will be particularly enhanced by selection of this subject. A wide variety of topics, which ordinarily are not covered in basic physics, are discussed here. Traditional topics are covered in greater depth. Laboratory work and computer usage are incorporated into the program.</p>

<p>Advanced Placement Biology</p>	<p>11, 12</p>	<p>Prerequisite: Biology, Chemistry, Algebra II and teacher recommendation</p> <p>The Advanced Placement Biology course is designed to meet the objectives of an introductory general biology course at the college level. Students who take this course must have the necessary time and interest to do the outside work necessary for success. The aims of this course are to possess knowledge of facts and principles of biology, to understand how biological information is collected and interpreted, and to formulate hypotheses and make appropriate scientific predictions. Advanced Placement Biology utilizes college level materials in its comprehensive study and emphasis on related experimental work. The course features the Advanced Placement Examination in the spring of each year. Successful completion often results in college credits being awarded by participating colleges and universities.</p>
<p>Advanced Placement Chemistry</p>	<p>11, 12</p>	<p>Prerequisite: Algebra II, Biology, Chemistry & teacher recommendation</p> <p>The Advanced Placement Chemistry course is designed to be taken after the successful completion of a first course in high school chemistry. Typical areas to be covered include: atomic theory, states of matter, reaction types, stoichiometry, gas laws, kinetics, equilibrium, and thermodynamics. The advanced work in chemistry should not displace any other part of the student's science curriculum. It is highly desirable that the student have a course in physics and a four year college preparatory program in mathematics. The course features the Advanced Placement Examination in the spring of each year. Successful completion often results in college credits being awarded by participating colleges and universities.</p>
<p>Advanced Placement Physics</p>	<p>11, 12</p>	<p>Prerequisite: Algebra II, Biology, Chemistry, and teacher recommendation</p> <p>The Advanced Placement Physics course is designed to be taken after successful completion of a first course in high school physics or honors physics. The course offers a variety of laboratory experiences and independent learning activities as well as in-depth discussions of fundamental physical principles. As a strong mathematical background is recommended, it is desirable if students have completed precalculus or calculus, or be taking either course concurrently. The course features the Advanced Placement Examination in the spring of each year. Successful completion often results in college credit(s) being awarded by participating colleges and universities.</p>

<p>Advanced Placement Environmental Science</p>	<p>11, 12</p>	<p>Prerequisite: Biology, Chemistry, Algebra II and teacher recommendation</p> <p>The Advanced Placement Environmental Science course is the equivalent of an introductory college level environmental science course. Emphasis is placed on understanding the interrelationships of the natural world, identification and analysis of environmental problems and examination of risks and solutions to the problems. The course features the Advance Placement Examination in the spring of each year. Successful completion often results in college credits being awarded by participating colleges and universities.</p>
<p>Health Dynamics</p>	<p>11, 12</p>	<p>Prerequisite: Biology, Chemistry, Algebra I and teacher recommendation</p> <p>Corequisite: Human Physiology</p> <p>This course is designed specifically for those students planning to pursue a career in the related medical fields. A study of health care services and delivery will be fully investigated. Emphasis will be placed on the role of the health care practitioner as both provider and consumer of health care services. The professional competencies stressed will focus on processing skills, which include critical thinking, ethical reasoning, effective communication, and self-directed learning abilities. Opportunities for careers in the related medical professions will be explored. College credits may be earned through testing at UMDNJ.</p>

WORLD LANGUAGES

<p>Spanish I, Italian I, French I *Novice - Low (beginner level)</p>	<p>9-12</p>	<p>This is an introductory course designed to give students a working knowledge of the fundamentals of the target language. Emphasis will be placed on the sound /symbol relationship, pronunciation, identification and recognition of common objects and basic conversational phrases for everyday situations. At this level, specific activities are designed to lay the foundation for the development of good comprehension and communication skills (listening, speaking, reading and writing). Students at the beginner level will be given the opportunity to learn about the variety of cultures where the target languages are spoken.</p>
<p>Latin I</p>	<p>9-12</p>	<p>Prerequisite: 86 (B) or better in English or a modern foreign language the preceding year recommended</p> <p>The setting is the world of ancient Rome, the people, and the famous figures of Roman history. The readings of Latin I introduce you the student to the fascinating forms and logic of the Latin language. The study of Latin vocabulary reveals the rich heritage of our own English language. The work of the classroom will provide opportunities for readings that are based on the basic patterns of Latin using a selection of vocabulary particularly appropriate for derivative study.</p>
<p>Spanish II, Italian II *Novice - Mid</p>	<p>9-12</p>	<p>This course is designed to build on the fundamental language skills acquired in the novice-low or beginner level. Continued emphasis will be placed on the development of strong comprehension and communication skills (listening, speaking, reading and writing). Students will expand their vocabulary to include more complex topics and more complicated everyday situations. The novice-mid student will take a more in-depth look at the cultural similarities and differences.</p>
<p>Spanish III, Italian III *Novice - High</p>	<p>10, 11, 12</p>	<p>This course is designed to further develop and fine tune the language skills (listening, speaking, reading and writing) acquired in the first two years of study. Emphasis will be placed on more accurate communication and keener comprehension skills. Students will expand their vocabulary to include more detailed and complex topics. Students are encouraged to be creative in their responses within the framework of familiar vocabulary and structures. Cultural awareness will be expanded to include a discussion of historical information and social themes.</p>

<p>Latin II H</p>	<p>9-12</p>	<p>Prerequisite: 90 (B+) or better in Latin I and/or teacher recommendation</p> <p>Readings on the second level of Latin study take the student further in exploring the classical era of Greece and Rome and in meeting the heroes of history and fable. More complex structures of language are introduced and the range of vocabulary and work study is extended. Comparisons and contrasts are made between the institutions and values of the classical world and our own. By the end of the year, all forms and usages will have been introduced. You will be ready to look forward to dealing with both adapted and authentic products of Latin authors.</p>
<p>Spanish II H, Italian II H, French II H *Novice – High</p>	<p>9-12</p>	<p>Prerequisite 90 (B+) or better in Level I and/or teacher recommendation</p> <p>This course is designed for students who have demonstrated significant communicative competence in the beginner level of language study and who wish to pursue an aggressive language program that may afford them the opportunity to take the Advanced Placement Language Exam. Continued emphasis will be placed on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes: grammatical structures will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the framework of familiar vocabulary and structures. Selected examples of art, music, and literature will be introduced to foster cultural understanding and appreciation. <i>This course will be conducted primarily in the target language with little dependence on English.</i></p>
<p>Spanish III H, Italian III H, French III H *Intermediate - Low</p>	<p>10, 11, 12</p>	<p>Prerequisite 90 (B+) or better in Level II Honors and/or teacher recommendation</p> <p>This course is designed to further develop the language skills mastered in the Level II Honors course. A widening variety of authentic materials and sources will be used to reinforce vocabulary and further develop comprehension skills. Continued emphasis is placed on developing accuracy both in written and oral communication. At this level, all modes of communication - interpersonal, interpretive and presentational - are routinely used to express original thought as well as to narrate, summarize, explain, infer, and/or predict information gathered from written as well as aural sources. Cultural themes will be further explored by studying selected works of literature, art and music. <i>This course will be conducted primarily in the target language with very little dependence on English.</i></p>

<p>Latin III H</p>	<p>10, 11, 12</p>	<p>Prerequisite: 90 (B+) or better in Latin II H and/or teacher recommendation</p> <p>On level III, as you pursue your study of Latin, class readings focus first on reinforcement of language forms and usages and next on a survey of the techniques of the subordination and contrast of ideas in language content. Readings are drawn from mythology and from the tales of the deeds of Roman writers. The elements of prose style and rhetorical devices are studied. Vocabulary study advances apace with stress on academic and technical terminology.</p>
<p>Spanish IV H, Italian IV H, French IV H *Intermediate - Mid</p>	<p>11-12</p>	<p>Prerequisite 90 (B+) or better in Level III Honors or Heritage Speakers II Honors and/or teacher recommendation</p> <p>At this level of study students will demonstrate strong communicative ability coupled with accurate linguistic skills and good grammatical control. The course will seek to develop the student's ability to integrate language skills by synthesizing written and aural materials gathered from authentic sources. Students will be able to cite sources to support cohesive, coherent, analytical or persuasive arguments in both written and oral formats. Continued study of selected readings, works of literature, art and music will be used to enhance cultural understanding and to develop linguistic skills. Students will explore and discuss historical information and a variety of social themes. <i>This course is conducted exclusively in the target language and students are expected to be able to participate fully in all activities using solely the target language.</i></p>
<p>Latin IV Honors</p>	<p>11, 12</p>	<p>Prerequisite: 90 (B+) or better in Latin III H and/or teacher recommendation</p> <p>The content of Latin IV is largely varied and includes intensive reading. The materials of the course are authentic literary passages from the poetry and prose of classic literary Roman authors. The range of subject and treatment is great. The study of literary devices and matters of style and techniques are treated as found in selection from history, biography, geography, mythology, the epistolary form and lyric poetry. Vocabulary study continues to be emphasized and is extended to sophisticated and urbane expression.</p>

<p>Spanish V Honors *Intermediate - High</p>	<p>12</p>	<p>Prerequisite 90 (B+) or better in Level IV Honors or Heritage Speakers II Honors and/or teacher recommendation</p> <p>Coupled with an extensive review of grammar through practical application exercises and projects, students in Spanish V will discuss various literary works. Students will answer prepared questions about the stories, novels, poetry etc. that they read, and will be asked to defend any reaction that they might have about a specific work. Although the greatest emphasis will be placed on modern and classical literature, other authentic reading materials will also be incorporated. Students will continue to enhance their knowledge of history, art, music and culture of Spanish-speaking countries to gain a more in-depth understanding not only of the language, but of the people who speak Spanish. There will be extensive reading and composition work, both in and out of the classroom. At this level, students are also afforded the opportunity to take the Advanced Placement Exam in the Spanish language.</p> <p><i>This course is conducted exclusively in Spanish and students are expected to be able to participate fully in all activities using solely the Spanish language.</i></p>
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<p>AP Spanish V *Advanced Low</p>	<p>12</p>	<p>Prerequisite 90 (B+) or better in Level IV Honors, Level V Honors or Heritage Speakers II Honors and/or teacher recommendation</p> <p>Spanish AP is comparable in both language and literature to a third year college level language course. It is the culmination of an aggressive four-year secondary language program. Students at this level are aware of some of the cultural perspectives of Spanish speaking people and are familiar with historical information and social themes as they apply to the Spanish-speaking world. In addition, AP students are able to comprehend Spanish intended for native speakers and to produce Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics and registers. Continued emphasis is placed on reading and listening comprehension. However, particular emphasis is placed on fine tuning the student's ability to integrate language skills by synthesizing written and aural materials gathered from authentic sources. Students must be able to cite sources to support cohesive, coherent, analytical or persuasive arguments in both written and oral formats. More in depth study of selected readings, works of literature, art and music will be used to enhance cultural understanding and to develop linguistic skills. Students will continue to explore and discuss historical information and a variety of social themes as they apply to the Spanish-speaking world. <i>This course is conducted exclusively in Spanish and students are expected to be able to participate fully in all activities using solely the Spanish language.</i></p> <p>Students taking this course are encouraged to take the Advanced Placement Spanish Language Examination in May.</p>
<p>Italian V Honors *Intermediate High</p>	<p>12</p>	<p>Prerequisite: 90 (B+) average or better in Italian IV H and/or teacher recommendation.</p> <p>Students will be exposed and deepen their knowledge of the Italian language through authentic materials. There will be extensive reading and composition work, both in and out of class. Students will continue to enhance their knowledge of history, art, music and culture through authentic material as well as through selected Italian films. Students will be challenged and also will be given the opportunity to act like native Italians. <i>This course is conducted exclusively in Italian, and students are expected to be able to participate fully in all classroom activities and materials using solely the Italian language.</i></p>

<p>Advanced Italian V Honors *Advanced Low</p>	<p>12</p>	<p>Prerequisite: 90 (B+) average or better in Italian IV H and/or teacher recommendation</p> <p>Language and culture education is part of the core curriculum and tied to program models that incorporate effective strategies, assessment procedures and technologies, reflects evolving standards at the national, state and local levels, and develops and enhances basic communication skills and higher order thinking skills. However, particular emphasis is placed on fine tuning the student's ability to integrate language skills by synthesizing written and aural materials gathered from authentic sources. This course will have the weight of an Advanced Placement course. <i>This course is conducted exclusively in Italian and students are expected to use the target language exclusively.</i></p>
<p>AP French V *Advanced Low</p>	<p>12</p>	<p>Prerequisite: 90 (B+) average or better in French IV Honors and/or teacher recommendation</p> <p>Students who enroll should already have a good command of French grammar and vocabulary, and demonstrate competence in listening, speaking, reading and writing skills. This course covers the equivalent of a college course in French composition and conversation. It is designed to provide highly motivated students with an intellectual challenge. It stresses the advanced speaking, listening, reading, writing and grammar skills. Course objectives include the students' ability to speak fluently and to understand the spoken language on a wide variety of topics; to write effectively expository passages; and to read with comprehension material from wide range of literary and journalistic sources. <i>This course is conducted exclusively in French and students are expected to use the target language exclusively.</i></p>
<p>AP Latin V (Vergil)</p>	<p>12</p>	<p>Prerequisite: 90 (B+) average or better in Latin IV Honors and/or teacher recommendation</p> <p>The goal of the course is to prepare students for the Advanced Placement Latin Exam (Vergil). Building on four years of Latin, the Latin V AP program will further develop and heighten the students' proficiency in reading and translating Latin poetry, and gain an appreciation of Vergil's Aeneid. The students will become familiar with the meter, the various stylistic devices, and grammatical and syntax construction found in the Aeneid. The curriculum includes the intense reading of books, 1, 2, 4, 6, 10 and 12 of Aeneid in Latin and the entire <u>Aeneid</u> in English.</p>

<p>Spanish for Heritage Speakers I *Intermediate High</p>	<p>9-12</p>	<p>Prerequisite: Spanish spoken at home, teacher’s interview, and departmental recommendation</p> <p>Spanish for Heritage Speakers I is a full-year course designed to improve the reading, writing, listening and speaking skills of students for whom Spanish is the dominant language spoken at home. Students will read and listen to materials designed for native speakers of Spanish, and produce a variety of written and spoken texts whose intended audience is native speakers of the language. Materials and activities for the three modes of communication will focus primarily on exposition, though students will also have opportunities to use and respond to non-expository texts. Students will use and produce materials in a variety of genres; e.g., newspapers and magazine articles, essays, editorials, book reviews, poems and short stories. Reading, writing, listening and speaking skills are integrated with rhetorical skills (e.g., defending an opinion and formulating a hypothesis) and higher-order thinking skills (e.g., analysis and reasoned criticism). The ultimate goal of the course is to engage students in using the language as educated native speakers would use it, and to gain an appreciation of the depth and diversity of the various cultures that comprise the Spanish-speaking world.</p>
<p>Spanish for Heritage Speakers II Honors *Advanced Low</p>	<p>9-12</p>	<p>Prerequisite: Spanish spoken at home, teacher’s interview, departmental recommendation, or Spanish for Heritage Speakers I</p> <p>Spanish for Heritage Speakers II is a full year course that follows Spanish for Heritage Speakers I; accordingly, it aims to continue to improve the reading, writing, speaking and comprehension skills for whom Spanish is the native language. Spanish for Heritage Speakers II will build on the writing and general literacy skills developed in the Level I course. The ultimate goal of the course is to engage students in using the language as educated native speakers would use it. Students will read materials designed for native speakers of the language. Materials and activities for reading and writing will focus primarily on exposition, though students will also have opportunities for creative writing. Students will use and produce materials in a variety of genres; e.g., newspapers and magazine articles, essays, editorials, book reviews, poems and short stories. Reading, writing, listening and speaking skills are integrated with rhetorical skill (e.g., defending an opinion and formulating a hypothesis) and higher-order thinking skills (e.g., analysis and reasoned criticism). At the end of this course, the students may choose to take Spanish V H and AP Spanish with teacher’s recommendations.</p>

***ACTFL (AMERICAN COUNCIL on the TEACHING OF FOREIGN LANGUAGE) PROFICIENCY GUIDELINES**

NOVICE LOW - Students are able to:

- recognize and understand the most commonly used words and phrases.
- use visual and contextual clues to assist in comprehension.
- reproduce very limited number of isolated words or familiar phrases in lists and simple notes.
- produce limited text samples with frequent and or major errors.
- make and respond to basic greetings and introductions.
- identify and name common objects in context.

In texts such as:

- lists of words and phrases
- signs (traffic, commercial)
- schedules
- simple notes and messages

And when responding to:

- basic greetings and introductions
- simple, formulaic questions
- images of common object in context

6 \ /Inter High
5 \ / Inter Mid
4 \ / Inter low
3 \ / Novice High
2 \ / Novice Mid
1 \ / Novice low

NOVICE MID - Students are able to:

- recognize and understand commonly used words, phrases and expressions.
- use visual and contextual clues to assist in comprehension.
- sometimes recognize previously learned material when presented in new contexts.
- express themselves using basic formulaic phrases and very simple sentences.
- supply limited information on simple forms and documents.
- provide simple descriptions and evaluations.
- provide basic biographical information.

In texts such as:

- advertisements
- menus
- labels
- instructions/directions

And when responding to:

- simple, direct questions

6 \ /Inter High
5 \ / Inter Mid
4 \ / Inter low
3 \ / Novice High
2 \ / **Novice Mid**
1 \ / **Novice low**

NOVICE HIGH - Students are able to:

- recognize and understand a variety of commonly used words, phrases and expressions.
- recognize previously learned materials even when presented in new contexts.
- use background knowledge and contextual clues to supply meaning.
- recombine learned vocabulary and structures to create simple non-formulaic sentences on very familiar topics.
- meet limited basic practical writing needs using lists, short messages and simple notes relying mainly on practiced materials.

In texts such as:

- brochures and advertisements
- maps
- notes and messages
- instructions/Directions
- simple rhymes

And when responding to:

- simple, direct questions
- contextualized informational questions

6 \ / Inter High
5 \ / Inter Mid
4 \ / Inter low
3 \ / **Novice High**
2 \ / **Novice Mid**
1 \ / **Novice low**

INTERMEDIATE LOW - Students are able to:

- recognize and understand an increasingly broad range of words, phrases, and expressions.
- identify main ideas and some specific information on a limited number of topics found in the products of the target culture.
- use background knowledge and contextual clues to supply meaning.
- formulate strings of related statements and questions based on familiar material.
- produce simple sentences, mostly in present tense with occasional and often incorrect use of past or future time.
- create with the language in straightforward social situations.

In texts such as:

- letters and postcards
- invitations and announcements
- simple narratives
- instructions/directions
- descriptions of persons, places and things

And when responding to:

- a few, formulaic questions
- contextualized informational questions
- conversational questions, but are still mainly reactive

6 \ _____ / Inter High
5 \ _____ / Inter Mid
4 \ _____ / Inter low
3 \ _____ / Novice High
2 \ _____ / Novice Mid
1 \ _____ / Novice low

INTERMEDIATE MID - Students are able to:

- recognize and understand an increased range of commonly used words, phrases and expressions, including high-frequency idioms.
- recognize previously learned materials even when presented in new contexts.
- identify the main idea of a text by gleaning information from the first and last paragraphs and can anticipate story direction in narrative texts.
- produce short, simple communications, compositions, descriptions, and requests for information in loosely connected texts by using sentences and some strings of sentences.
- ask a variety of questions when necessary to obtain simple information to satisfy basic needs.

In texts such as:

- simple literary texts
- simple non-fiction texts
- simple magazine and newspaper articles
- simple poems
- descriptions of persons, places and things

And when responding to:

- opportunities to describe situations or recount events.
- contextualized informational questions
- opportunities to provide personal communication

6 \ _____ / Inter High
5 \ _____ / Inter Mid
4 \ _____ / Inter low
3 \ _____ / Novice High
2 \ _____ / Novice Mid
1 \ _____ / Novice low

INTERMEDIATE HIGH - Students are able to:

- understand main ideas and significant details on a variety of topics found in the products of the target culture.
- develop an awareness of tone, style, and author perspective.
- identify the main idea of a text by gleaning information from the first and last paragraphs and can anticipate story direction in narrative texts.
- move beyond literal comprehension toward more critical reading and listening.
- understand and use more specialized and precise vocabulary terms within a limited number of topics.
- narrate and describe using connected sentences and paragraphs in present and other time frame within a limited number of topics.

In texts such as:

- TV, radio, video, or live presentations
- literary texts
- newspapers, magazines, e-mail, or other printed sources used by speakers of the target language

And when responding to:

- routine tasks and social situation requiring an exchange of basic information related to work, school, recreation, etc.
- questions for clarification

6 \	/	Inter High
5 \	/	Inter Mid
4 \	/	Inter low
3 \	/	Novice High
2 \	/	Novice Mid
1 \	/	Novice low

ADVANCED LOW

Advanced Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle approximately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.

ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

The ESL program is provided to our Limited English Proficient (LEP) students. Students are placed in one or more of three levels of ESL, depending on the score achieved on a New Jersey State-approved test for English proficiency, administered by a certified ESL teacher. Students previously placed in an ESL course, at the high school or middle school level, will continue to receive ESL services until properly exited from the program. ESL courses are taken in lieu of regular English courses and fulfill English graduation requirements.

ESL	Beginner	<p>Prerequisite: NJ State-approved ESL screening test score which has determined student has entering or beginning speaking, listening, reading, and writing abilities in English.</p> <p>Instruction develops reading, writing, listening, and speaking skills in English at the most basic level with an emphasis on vocabulary building and introduction to the proper use of bilingual dictionaries as a key component in second language acquisition.</p>
ESL	Intermediate	<p>Prerequisite: NJ State-approved ESL screening test score which has determined student has entering or beginning speaking, listening, reading, and writing abilities in English.</p> <p>Instruction focuses on the development of more extended, academic vocabulary, with emphasis on reading comprehension and composition writing. Proper use of bilingual dictionaries as a key component in second language acquisition is required.</p>
ESL	Advanced	<p>Prerequisite: NJ State-approved ESL screening test or State-mandated ACCESS for ELLs score which has determined student has expanding to bridging speaking, listening, reading, and writing abilities in English.</p> <p>Instruction focuses on cognitive, academic language proficiency. Mastery of skills tested on the HSPA and college entrance exams are emphasized. Proper use of bilingual dictionaries as a key component in second language acquisition is required.</p>


BUSINESS EDUCATION

Accounting I	10, 11, 12	Accounting I is available to all students. The fundamentals of accounting are presented using a service business to develop an understanding of basic accounting principles. Computerized accounting using Peachtree Accounting software is integrated throughout the course. Real world applications and technology are emphasized.
Accounting II	11, 12	Prerequisite: Accounting I Accounting II reviews the fundamentals taught in Accounting I and continues advanced instruction in the following areas: payroll systems; the accounting cycle using special journals; accounting for sales tax, bad debts, and depreciation; accounting for notes, accrued revenue and accrued expenses. Accounting II is strongly recommended for students planning to major in accounting or business administration.
College Preparatory Accounting Honors	11, 12	This course is intended to be a weighted, accelerated course in basic accounting designed for those seniors and juniors who have identified an interest in this or any business field. Analysis of accounting information is stressed, as well as the importance of the accountant in all phases of the business environment.
Introduction to Business Skills and Careers	9, 10	This course introduces the student to the world of business and the related skill requirements. It will serve as background for other business courses and assist students with consumer decision-making and preparing for future employment.
Business Law	11, 12	Business Law is an important course for every student who wishes to understand and examine the legal arena. It includes a detailed study of civil, contract and criminal law. Many current cases and legal issues are analyzed and connected to concepts learned in class. The course is appealing to both the college bound and business-oriented student.

Sports and Entertainment Marketing	10, 11, 12	<p>Sports and Entertainment Marketing provides the student with a comprehensive journey into the marketing of sports and entertainment in our society. Marketing basics such as Promotion, Marketing-Information Management, Pricing, Distribution, and Selling are analyzed and connected to the Sports and Entertainment world. Projects where students create marketing themes and winning strategies are emphasized. Guest speakers from the Sports and Entertainment industry will present firsthand experiences. Field trips to the various sports and entertainment venues in the area will also be relevant to the course.</p>
Financial Literacy (2.5 credits)	9, 10, 11, 12	<p>Financial Literacy provides the student with money management skills and the financial knowledge needed to survive in a 21st Century economy. Internet-infused topics will include creating and maintaining monthly budgets, researching college costs and finance options, checking and savings accounts, credit and debit cards, car insurance and purchasing, as well as intensive research on investing. A computer-integrated stock market simulation will be incorporated to enhance investing skills. This program will give students knowledge and skills necessary to take control of their financial destiny to ensure a stable future.</p>
International Business Practice Firm	11, 12	<p>Prerequisite: Computer Applications</p> <p>The International Business Practice Firm is a simulated business that mirrors the actual business environment of the real world. The students actually set up a cyber business, which functions like an actual business, by cooperating with other business practice firms domestically and internationally. Linked by technology, each company conducts all operations necessary to run a business: finance, purchasing, marketing and human resources. A local business serves as a model and partner for the business practice firm.</p>
Computer Applications (2.5 credits)	9, 10, 11, 12	<p>Computer Applications provides a framework for learning computer concepts for implementation in a wide variety of applications. It enhances increased use of the computer across all disciplines in high school, college, and future career assignments. Microsoft Office software will be used to develop competence in Word, Excel, PowerPoint, and Publisher, as well as the integration of emerging technologies. An emphasis on Internet critical thinking and decision-making skills will be stressed with the integration of real-world activities and projects.</p>

Computer Applications	9-12	<p>Computer Applications provide a framework for learning computer concepts for implementation in a wide variety of applications. It will enhance increased use of the computer across all disciplines. Correct data entry skills will be reinforced. Students will utilize an integrated software package for word processing, database management, spreadsheet development, and presentations as well as integration of these tools. Internet research skills will be taught and used for completion of research projects. This course is a graduation requirement. It is recommended that the course be taken at the 9th grade level.</p>
Advanced Computer Applications	10, 11, 12	<p>Prerequisite: Computer Applications "C" Average</p> <p>Advanced Computer Applications is an elective for grades 10-12. Students will build on their prior knowledge of software packages used for word processing, spreadsheet, database and presentation as well as increased speed and accuracy in keyboarding skills.</p>
Electronic Publications	10, 11, 12	<p>Prerequisite: Computer Applications</p> <p>This course will expand the student's knowledge of technology and computer software programs utilized in the business world with emphasis on desktop publishing and electronic presentation. Students will have the flexibility to focus on their area of interest or need through the use of specialized teaching modules.</p>
Business Systems and Technology	11, 12	<p>Prerequisite: Comp. Applications; Advanced Computer Applications strongly advised</p> <p>Business Systems and Technology will focus on employment in today's online, interconnected workplace. Students will assume the role of an intern in a corporate work group and by doing so learn the critical elements necessary for businesses to run successfully. Utilizing computer skills, they will have hands-on experiences of tasks employees must perform. Topics will include use of a corporate Intranet, business writing skills, ethical behaviors in the workplace, human relations, decision-making, teamwork and other proficiencies necessary for a successful career in business.</p>

Fundamentals of Web Design	10, 11, 12	<p>Prerequisite: Computer Applications</p> <p>This course is an introduction to basic web design. It will focus on the overall production processes surrounding web site design with particular emphasis on design elements involving layout, navigation and interactivity. This is an online course sponsored by the Cisco Networking Academy. Students will produce a web site and be eligible to take a test for industry-recognized certification.</p>
Digital Photography and Design	10, 11, 12	<p>Prerequisite: Computer Applications</p> <p>Students will learn to capture images with a digital camera, as well as digitizing existing images through the use of scanners. Photographic topics will include landscapes, reflective objects, portraits, photo storytelling, and advertising/commercial photography. Students will manipulate their imagery through an extensive use of Photoshop and produce color, as well as black and white, photographs. Design imagery will include the use of various fonts/type, 2-D design, and photographs to create camera-ready imagery for publication. Students will also learn how to digitally restore and fix existing old photographs.</p>
Digital Photography II and Multimedia	11, 12	<p>Prerequisite: Digital Photography I, teacher recommendation</p> <p>Digital Photography II and Multimedia is designed to enable students to become more media literate. Students will be introduced to photography as a multimedia tool by learning to control exposure, motion, and composition. Project-based assignments will integrate the advanced features of Adobe Photoshop, InDesign, and Illustrator CS3. A multimedia component will incorporate the Apple iMovie, and Garage Band programs to create digital video projects and podcasts. Emphasis will be placed on planning and producing video projects, and decoding images and messages within existing media in order to create a more effective message.</p>

IT (Information Technology) Essentials	10, 11, 12	<p>Prerequisite: Computer Applications</p> <p>The IT (Information Technology) Essentials course will focus on the overall production process surrounding Information Technologies and Data Communications. This hands-on, lab-oriented course stresses laboratory safety and working effectively in a group environment. Students will learn how to build a computer and install different versions of the Windows operating system. This is an online course sponsored by the Cisco Networking Academy. It will help prepare students for career opportunities in computer technologies as well as provide an introductory course for those students who wish to continue in the CCNA program.</p> <div style="text-align: center;">  </div> <p>CCNA™ is a comprehensive curriculum that includes four separate modules. These modules cover the learning objectives of the CCNA certification exam, which is the first step in a Cisco career certification path. The program provides an educational framework for higher education in engineering, computer science and related fields.</p> <p>For further information visit the Cisco Web site at www.cisco.com or Academy curriculum for Secondary Schools at http://www.cisco.com/warp/public/779/edu/academy_roadmap/index.htm</p>
CISCO I Honors	11	<p>Prerequisite: Computer Applications IT Information Technology helpful</p> <p>The course focuses on network terminology and protocols. Students learn how to create a Local Area Network (LAN) and Wide Area Network (WAN), make cables used in a LAN and identify the equipment and their functions. The course features hands-on labs, and web based curriculum and resources. If you want to understand what happens when you surf the net or IM a friend, this course is for you.</p>
CISCO II Honors	12	<p>Prerequisite: CISCO I</p> <p>This course builds upon the knowledge gained in year one, spending time on more internal processes occurring within the LAN and WAN. Students learn how to configure switches, maintain networks with software tools and design a WAN. The course features hands-on labs, and web based curriculum and resources. When you've mastered both years' curriculum you will be prepared to take the industry-sponsored certification test. Why not leave High School as a Cisco Certified Network Administrator?</p>

MUSIC

<p>Concert Band</p>	<p>9-12</p>	<p>Prerequisite: Audition</p> <p>Concert band is open to all 9th, 10th, 11th, and 12th grade students who are interested in a performance-based instrumental music experience. Since performance is the focus of the curriculum, students will be expected to practice and perform to the best of their ability. Entrance into the program is by audition or teacher recommendation. Performances include the Holiday Concert, Spring Concert, adjudicated festivals, small ensemble performances and trips. Individuals will have the opportunity to audition for honor groups such as Region Band and All-State Band.</p>
<p>Instrumental Lessons</p>	<p>9-12</p>	<p>Prerequisite: Marching Band, Jazz Lab, Concert Band and/or Orchestra</p> <p>Small group instrumental music lessons are designed as a supplemental course. Students will develop the appropriate advanced musical technique necessary to be successful in Concert Band, Marching Band, Jazz Band, and Orchestra. Students earn one credit and will be pulled out of gym one period per week.</p>
<p>Jazz Lab</p>	<p>9-12</p>	<p>Prerequisite: Audition</p> <p>Jazz Lab is open to all 9th, 10th, 11th, and 12th grade students who are interested in a performance-based instrumental jazz experience. Performances include the Spring Concert, adjudicated festivals, small ensemble performances and trips.</p>
<p>Choralettes (Girls)</p> <p>Concert Choir (Mixed)</p>	<p>9-12</p> <p>9-12</p>	<p>Prerequisite: Audition</p> <p>The advanced choral ensembles afford advanced choral experience for the students who are selected for the same in annual competitive tryouts.</p> <p>In the advanced choral ensembles, the students study moderately difficult music in the secular, sacred, and popular idioms. In addition to its regular rehearsals, the advanced choral ensembles perform in festivals and school and community concerts. Special talent is recognized through solo and ensemble assignments in rehearsals and performances.</p> <p>A piano accompanist and assistant are selected for this group by the teacher in charge.</p>

<p>NHS Chamber Singers</p>	<p>10-11</p>	<p>Prerequisite: One Year NHS Choir & Audition</p> <p>The NHS Chamber Singers are a select upper-class ensemble consisting of approximately 30 singers who are chosen through competitive audition. This ensemble is open to NHS students in grades 10 -12 who have at least one year experience in another NHS choral ensemble. Singers will be selected on the basis of tone quality, sensitivity to style, oral acuity and pitch, as well as sight reading skills.</p> <p>In this ensemble, the students will study difficult choral repertoire at a vigorous pace, taking into account theory, historical context, and other aspects of musicality. The repertoire will explore music from the Middle Ages through Modern/Contemporary works. The Chamber Singers also have a busy performance schedule including school concerts, festivals and tours. Students auditioning must be prepared to participate in ALL performance obligations. Schedules will be given out each semester.</p>
<p>Music Fundamentals I</p>	<p>9-12</p>	<p>This course covers the rudiments of music including theory and ear training. A study of the staff, scales, notation, musical terms, intervals, and chords are included in this course with an introduction to harmony. The creative aspects of music writing are encouraged in each student's work. Classroom performance of the latter is encouraged when feasible.</p>
<p>Music Fundamentals II</p>	<p>10, 11, 12</p>	<p>Prerequisite: Music Fundamentals I and teacher recommendation</p> <p>This course continues the study of the rudiments of music including rudimentary harmony and ear training. Students who are currently studying piano, orchestra or band instruments or voice and have successfully completed the first year of Music Fundamentals may select this course.</p> <p>A study of major, minor, augmented, diminished, seventh, and ninth chords with methods of modulations are included in the course. Attention will also be given to non-harmonic ornamental tones, with altered chords, secondary dominants, and their proper resolutions. Composition and performance are included in a creative approach to music writing.</p> <p>Students who plan to major in music on the college level should elect this course to enrich their preparation for advanced studies.</p>

<p>Orchestra</p>	<p>9-12</p>	<p>Prerequisite: Auditions</p> <p>Membership in the orchestra is open to all students with the ability to play an orchestral instrument in a satisfactory manner.</p> <p>Students in the orchestra develop a tonal blend in the ensemble with emphasis on good intonation and on reading the musical score. Individual and small group instrumental music instruction is incorporated into the program and is available, if scheduled period 3 or 4, during one of the student's gym periods. These lessons will include exercises and studies to improve technique and interpretation and correct any musical problems. Weekly assignments will be given from a methods book and home practice is a requirement. A piano accompanist is selected for this group by the director.</p>
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CREATIVE ARTS

Art Fundamentals	9-12	Art Fundamentals is an introductory course where students will explore various two and three-dimensional arts both traditional and contemporary including ceramics, sculpture, textiles, and other hands-on studio experiences. The course will strengthen the student's imaginative and creative capabilities through art as a leisure time activity, hobby, vocation, or career.
Art I	9-12	Art I has been developed to expose the new art student to as many related experiences as possible. Areas covered include painting, drawing, design and sculpture. The students will become familiar with the fundamentals of art in relationship to fine art skills as well as art crafts. An introduction to computer graphics, cultural history and art critiques will be incorporated in this course. Creativity, critical thinking and co-operative projects are constant topics in the structural framework of learning disciplines and skills.
Art II	10, 11, 12	<p>Prerequisite: Art I</p> <p>Art II has been developed as a follow up program to Art I. More emphasis is placed on learning and developing skills in Art history, design, drawing, painting, sculpture, printmaking, computer graphics and visual communication. Exposure to available careers in art is a constant topic reinforced by frequent guest speakers, as well as understanding the art exhibition process. For those seeking careers in art, time is spent on developing a portfolio for admission to selected art schools. Students' will be required to exhibit their artwork to support art advocacy within the community.</p>
Advanced Art	11, 12	<p>Prerequisite: Art I and Art II</p> <p>This course is designed for students who wish to pursue art as a career as well as those seeking art as a leisure time activity with their finely developed art skills. This comprehensive program includes career-related areas such as illustration, computer design and graphic communication as well as the fine arts including painting, drawing, sculpture, art history and visual design. This course gives students the opportunity to develop a performance portfolio for post secondary art schools. Students will be required to exhibit their artwork to support art advocacy within the community.</p>

<p>AP Studio Art</p>	<p>12</p>	<p>Prerequisites: Art I, Art II, Advanced Art and permission of the instructor. *To waive any prerequisite order, a portfolio interview is required with two Art educators present.</p> <p>This advanced studio course is intended for the highly motivated students who are seriously interested in pursuing visual arts studies and wish to qualify for at least three college credits through the Advanced Placement Program. AP Studio Art is not based on a written final exam; instead students' portfolios are submitted for evaluation to the College Board in May. Students must select and meet guidelines in one or more of the designated portfolio structures for <u>2-D Design</u>, <u>3-D Design</u> and/or <u>Drawing</u>.</p> <p>Portfolio preparation is integral to the course, requiring that students work outside the classroom as well as in the classroom. Students are expected to visit museums and galleries Without a teacher as a guide; a sketchbook or journal is also a requirement.</p>
<p>Radio/TV Broadcasting Techniques I</p>	<p>10, 11</p>	<p>Prerequisite: Maintained “B” average in previous English courses/interview with instructor</p> <p>This course is designed to introduce students to the fundamentals of broadcasting. Script writing, background, graphics, and the technical aspects of studio production will be covered in Radio/TV Broadcasting Techniques I. The course will help the student to learn team cooperation, individual responsibility, and the realities of job-related activities in television remote and studio production. Students will produce and direct commercials, demonstrations and 3-5 minute interviews. Each student will fully understand a crew assignment on the production team. Students are selected with approval of the course teacher.</p>
<p>Radio/TV Broadcasting Techniques II</p>	<p>11, 12</p>	<p>Prerequisite: Completed Radio/TV Broadcasting Techniques I requirements; recommendation by instructor</p> <p>The Radio/TV Broadcasting Techniques program will accept only those students who have successfully completed training in studio work in Radio/TV Broadcasting Techniques I and who have demonstrated their ability to cooperate with adults in the school and community. In Radio/TV Broadcasting Techniques II, the studio and location become the classroom. Students prepare the set, graphics, title, and publicity for news and sports programming. After school and evening work is necessary to cover all areas of news and sports. Completed production will be aired on the local cable station.</p>

Radio/TV Broadcasting Techniques III	11, 12	<p>Prerequisite: Successful completion of English III and Radio/TV Broadcasting Techniques II; interview with instructor</p> <p>The Radio/TV Broadcasting Techniques III program will accept only those students who have successfully completed training in Radio/TV Broadcasting Techniques II. They must also be interested in enrolling as a communications major at a higher learning institution. Students in the Radio/TV Broadcasting Techniques III program will develop remote production for Nutley High School and other schools throughout the district. Students will also assist Radio/TV Broadcasting Techniques II students in studio production.</p>
Practical Electricity	9-12	<p>This course provides the student with basic skills in home electrical wiring and appliance repair including basic electrical circuits; familiarization with electrical and electronic parts, their use, identifications, measurement and testing; reading and drawing electrical schematics and wiring diagrams; and introduction to electrical measurements and test instruments.</p>
Electronics	10, 11, 12	<p>Prerequisite: Practical Electricity</p> <p>This course provides the student with basic skills in home electronic theory and circuit applications using resistors, inductors, capacitors, transistors, and integrated circuits. The student is also introduced to printed circuit board production and electronic circuit construction techniques and testing procedures using various test instruments. The learning experience is gained by use of the text, experiments, and related shop projects. Computers are used to supplement theory instruction and train students on the computer's application in industrial control, robotics and digital communications.</p>
Advanced Electronics	11, 12	<p>Prerequisite: Electronics</p> <p>This course provides the students with skills in advanced electronics: basic solid state theory, transistors and gain, amplifiers, oscillators, radio, integrated circuits and control circuits, repair and construction of various electronic circuits. Computers are used to instruct students on control applications, robotics and digital communications.</p>

Culinary Arts	10-12	Culinary Arts is a general foods course covering the fundamentals of the utensils and equipment used in the preparation of food. Basic nutrition and meal planning are a major aspect in the preparation of the entire meal. This course is designed to provide students with the fundamental knowledge for food preparation. After learning the basis of food preparation, nutrition, and meal management, the second semester will continue with more detailed studies. A portion of the course will examine the consumer aspects of food purchasing, such as the use and economy of convenience foods, reading and understanding the labels on food packages, and planning purchases. Other subjects, such as foods' place in entertaining at parties and additional aspects of nutrition, will also be presented. Computers are used to analyze diets and recipes, make appropriate recommendations and create shopping lists. School-to-work skills are introduced.
Advanced Culinary Arts	11, 12	Prerequisite: Culinary Arts Students in this class build upon the basic food preparation skills they developed in Culinary Arts. The focus in this class expands to meal preparation and planning. Students not only develop the skills necessary to prepare and cook complete meals, but also learn about nutritional requirements and how it applies to meal planning. The type of food preparation expands from a primarily regional U.S. focus in Culinary Arts to include international cooking techniques. Students are introduced to the types of jobs available in the food service industry and develop some of the specific skills required for success in this industry.
Mechanical Drawing	9-12	Students are introduced to the technical language fundamental to all drafting fields. Drawing techniques and skill in the use of drafting instruments are developed while solving typical drafting problems. Geometric construction, orthographic projection, dimensioning, and pictorial drawings are introduced. Computer Aided Drafting utilizing Auto CAD LT is introduced. Students will begin work on their portfolio.
Residential Architectural Design	10, 11, 12	Prerequisite: Mechanical Drawing In this course, the student learns about styles and construction of residential buildings. Students design a house, draw a set of plans, and conclude the experience by building a scale model. Students further their computer skills by becoming familiar with the Architectural Phase of Auto CAD LT.

Civil Architectural Design	11	<p>Prerequisite: Mechanical Drawing and Residential Architectural Design</p> <p>In this course, the student learns about zoning laws, styles, and design consideration found in the commercial field. Students work as a group to research, design, draft blueprints, and build models of a specific architectural project. Computer skills utilizing Auto CAD LT are further developed.</p>
Senior Architectural Design	12	<p>Prerequisite: Mechanical Drawing, Residential Architectural Design and Civil Architectural Design</p> <p>This offering is adjusted to meet the interests and career outlook of the individual student contemplating a career in one of the related fields. It may involve independent study or work in a group on a research and design project.</p>
Metalworking	9-12	<p>Metalworking is an exploratory course dealing with sheet metal, bench work, and introductory machining. Safety, materials, basic project development, hand tools, power tools, hand operations, and information relating to occupations are also studied. Computer software is used to reinforce classwork. School-to-work related skills are introduced.</p>
Metal Fabrication	10, 11, 12	<p>Prerequisite: Metalworking</p> <p>This course is an in-depth approach to areas covered in Metalworking. New areas of study include heat treating, milling operations, computer numerical control (CNC) milling and lathe operations, and TIG welding of steel. The student will specialize in two areas and construct a related project. Basic computer design is introduced. Computer software is used to reinforce classwork. School-to-work related skills are refined.</p>
Advanced Metals	11, 12	<p>Prerequisite: Metalworking & Metal Fabrication</p> <p>This course is designed for students who wish to pursue metalworking careers. Advanced welding techniques are researched and practiced. Advanced milling operations, computer numerical control (CNC), lathe operations, and CNC program writing will be studied. Complex construction methods are planned and independently developed. Safety, project development, and career awareness will also be reviewed in this class. School-to-work related skills are refined.</p>

Woodworking	9-12	Students become familiar with the properties of wood and allied materials. Most related machine operations are covered on an introductory-type basis. Faceplate lathe turning and small craft-type projects are the vehicles for this approach. Computer software reinforces class work. School-to-work related skills are refined.
Furniture Fabrication	10, 11, 12	Prerequisite: Woodworking (Continuation of Woodworking) Joinery, between centers woodturning, and lamination are major areas to be presented along with wood finishing. Machine operations are covered in depth. Major emphasis is placed upon furniture and cabinet construction. School-to-work related skills are refined.
Carpentry	11, 12	Prerequisite: Woodworking and Furniture Fabrication This course is designed to encourage students to work independently, to develop furniture and cabinet designs, complete working drawings, construction techniques, and finishing processes. In addition, the opportunity will be provided to further develop and master skills utilizing all related power equipment.

PHYSICAL EDUCATION

Physical Ed I	9	<p>Physical Education/Health is a course that meets for three marking periods during the year. Health is a course that meets for one marking period. Students must meet each of the course requirements.</p> <p>The physical education program strives to teach the benefits of a well-balanced program. Activities are selected for total physical fitness and for optimal health and wellness benefits. The program at the high school strives to teach students about lifetime physical activities. Individual and team sports are offered. The program also focuses on the social, emotional, intellectual and recreational values of physical education. During the freshman and sophomore years, the program is planned for introductory and basic skills. The junior and senior years continue with a progression in scope and difficulty and increased development in muscular endurance and cardiovascular fitness.</p> <p>All students participate in the President's Physical Fitness Testing Program.</p>
Physical Ed II	10	
Physical Ed III	11	
Physical Ed IV	12	

HEALTH EDUCATION

Health I	9	This course instructs freshman in basic first aid procedures, focusing on safety procedures in daily living. The use and abuse of alcohol, tobacco and other drugs are covered during this year. Family Life Education is the systems of the human body; skeletal, circulatory, respiratory and digestive systems are studied as well. A course in suicide awareness is also part of the health program.
Health II	10	The theory course of driver education is given to all students during their sophomore year. It is designed to develop the appropriate habits and attitudes related to driving. The related work includes such topics as alcohol, drugs, and smoking. Some of the topics covered in driver education are the psychology of the driver; physical fitness and safety; the mechanism of the automobile; buying, insuring and operating a car; and the New Jersey motor vehicle and traffic laws.
Health III	11	This course presents the facts and issues surrounding sexuality and stresses the need for adolescents to develop personal responsibility and respect for others. The reproductive systems, pregnancy, sexually transmitted diseases and family life are studied. The harmful effects of tobacco, alcohol, and drugs are also discussed. Other topics included in Family Life Education are dating, engagement, marriage, and parenthood.
Health IV	12	This course stresses the fact that health and fitness in mind and body is the most important asset in daily living. Much attention is given to the mental health and personality disorders. This course also covers the health and wellness benefits of proper nutrition and physical fitness. The use and abuse of alcohol, tobacco and other drugs is reviewed, as well as family life education. Students are also prepared to be aware of the various careers in the health professions.

SPECIAL EDUCATION

The High School Special Services Department provides a full spectrum of program offerings and services. All program options and services are provided according to federal, state and local mandates. The high school Child Study Team is comprised of one Social Worker, one Learning Disabilities Teacher Consultant and one School Psychologist. The high school receives additional support services in the areas of Speech and Transition Services, as prescribed by student Individualized Education Plans.

- **In-Class Support Instruction**

In-class support occurs in general education classes where students with specific learning needs are instructed by general and special education teachers. This collaborative learning model maximizes the educational experiences of all students and enhances the learning environment. In-class support instruction is based on Individualized Education Plans of students.

- **Replacement Instruction**

Students who need a more supportive and individualized approach to instruction may receive courses in a resource center setting. Courses are designed to meet New Jersey Core Curriculum Content Standards, state graduation requirements and Nutley High School curriculum requirements. The use of accommodations, modifications and small group instruction enhance instruction. Instruction in replacement classes is determined by an Individualized Education Plan.