

# MIDLAND PARK JR/SR HIGH SCHOOL

## HIGH SCHOOL

### PROGRAM OF STUDIES 2021-2022

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Dear Students and Parents/Guardians,

The children are the future. It takes a collaborative effort from the student, the school, parents, and the community to ensure that each child is afforded to an education that will help them be contributing members of society.

Each student is unique, and it is the mission of Midland Park Jr./Sr. High School to help maximize every student's potential. Midland Park Jr./Sr. High School's excellence in education provides an enriching learning environment that is appropriate to each student's achievement and aptitude.

This comprehensive *Program of Studies* is designed to assist you, the student, in planning your high school education and to make informed decisions that will impact your future. Included are academic policies, descriptions of courses, and programs offered.

This should serve as a starting point for you and your parents in formulating an appropriate course of study for the duration of your time at Midland Park High School. Please discuss your immediate and long-term goals with your parents and guidance counselor so that an individualized program of study can be designed to meet your personal and educational goals.

I wish you the best of luck at Midland Park Jr./Sr. High School.

Sincerely,

Nicholas Capuano  
Principal

*Education is not the learning of facts, but the training the mind to think.*

Albert Einstein

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# **MIDLAND PARK SCHOOLS**

## **Board of Education Members**

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**SHIP/HIP Principal**  
  
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**Highland School Principal**  
  
Danielle Bache  
**Godwin School Principal**

## **Mission Statement**

The Midland Park School District as part of a strong, dedicated community, provides its students with a comprehensive, adaptive education aligned to 21st century knowledge and skills needed for success in college and career. The district maximizes all resources to empower students to realize their individual worth and responsibility, with the expectation they achieve the New Jersey state standards at all grade levels.

## **DEPARTMENT DIRECTORS AND SUPERVISORS**

**Nicholas Capuano**

*English, Social Studies, World Language, Art, and Guidance*

**Michael Gaccione**

*Mathematics and Science*

**Glenn Stokes**

*Athletics, Physical Education and Health, Art, Music, Career and Technical Education*

**Ann Marie Bruder**

*Special Services*

## **GRADUATION REQUIREMENTS**

In order to graduate from Midland Park High School, a student must earn a total of 126 credits including course credits in each of the following areas:

<b>Course/Subject</b>	<b>MPHS &amp; NJ Graduation Requirement in Years</b>
English	4
Physical Education & Health	4
Mathematics	3
Science (Biology, Chemistry, and Physics)	3
Social Studies (Modern World History, US I and II)	3
World Language	1
21 <sup>st</sup> Century Life and Careers, or Career-Technical Education	1
Visual and Performing Arts	1
Financial Literacy	½

For the classes of 2021 and 2022 students will be able to demonstrate proficiency in both ELA and math by meeting the criteria below provided that students take all NJSLA/PARCC assessments:

<b>Pathways</b>	<b>English Language Arts/Literacy (ELA)</b>	<b>Mathematics</b>
First Pathway	NJSLA/PARCC ELA Grade 10 $\geq$ <b>750</b> (Level 4)	NJSLA/PARCC Algebra I $\geq$ <b>750</b> (Level 4)
Second Pathway	NJSLA/PARCC ELA Grade 9 $\geq$ <b>750</b> (Level 4) <i>or</i> NJSLA/PARCC ELA Grade 11 $\geq$ <b>725</b> (Level 3) <i>or</i> SAT Reading Test $\geq$ <b>22</b> <i>or</i> ACT Reading or ACT PLAN Reading $\geq$ <b>16</b> <i>or</i> Accuplacer Write Placer $\geq$ <b>6</b> <i>or</i> Accuplacer Write Placer ESL $\geq$ <b>4</b> <i>or</i> PSAT 10 Reading or PSAT/NMSQT Reading $\geq$ <b>22</b> <i>or</i> ACT Aspire $\geq$ <b>422</b> <i>or</i> ASVAB-AFQT $\geq$ <b>31</b> <i>or</i>	NJSLA/PARCC Geometry $\geq$ <b>725</b> (Level 3) <i>or</i> NJSLA/PARCC Algebra II $\geq$ <b>725</b> (Level 3) <i>or</i> SAT Math Test $\geq$ <b>22</b> <i>or</i> ACT or ACT PLAN Math $\geq$ <b>16</b> <i>or</i> Accuplacer Elementary Algebra $\geq$ <b>76</b> <i>or</i> Next Generation Accuplacer Quantitative Reasoning, Algebra, and Statistics (QAS) $\geq$ <b>255</b> <i>or</i> PSAT 10 Math or PSAT/NMSQT Math $\geq$ <b>22</b> <i>or</i> ACT Aspire $\geq$ <b>422</b> <i>or</i> ASVAB-AFQT $\geq$ <b>31</b> <i>or</i>
Third Pathway	Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

Class of 2023 and Beyond

*The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessment*

updated June 5, 2019

### **Financial Literacy Requirement**

New Jersey State requires that all students meet at least 2.5 credits in financial, economic, business, and entrepreneurial literacy. Students must demonstrate understanding about how the economy works and their own role in the economy, and also develop the necessary skills to effectively manage personal finances by the time they graduate.

The financial literacy requirement can be met in the following courses:

*Personal Finance*  
*Business Finance*  
*Economics*  
*AP Macroeconomics*  
*AP Microeconomics*

### **Visual & Performing Arts Requirement**

New Jersey State requires that all students meet at least 5 credits in visual & performing arts. The Visual & Performing Arts requirements can be met in the following courses:

<i>Advanced TV Production</i>	<i>Chorus</i>
<i>AP Music Theory</i>	<i>Digital Photography I</i>
<i>AP Studio Art</i>	<i>Digital Photography II</i>
<i>Art I</i>	<i>Dramatics</i>
<i>Band</i>	<i>Music Theory</i>
<i>Broadcasting I: Field Production</i>	<i>Music Theory II</i>
<i>Broadcasting I: Studio Production</i>	<i>Painting I</i>
<i>Ceramics I</i>	<i>Painting II</i>
<i>Ceramics II</i>	<i>Sculpture</i>

### **21<sup>st</sup> Century Life and Careers, or Career-Technical Education Requirement**

New Jersey State requires that all students meet at least 5 credits in 21st century life and careers, or career-technical education. This requirement can be met in the following courses:

<i>Accounting</i>	<i>Digital Journalism</i>
<i>Advanced TV Production</i>	<i>Economics</i>
<i>AP Computer Science Applications</i>	<i>Film &amp; Literature</i>
<i>AP Computer Science Principles</i>	<i>Graphic Design and Desktop</i>
<i>AP Macro/Microeconomics</i>	<i>Publishing</i>
<i>Broadcasting I: Field Production</i>	<i>Intro to Computers</i>
<i>Broadcasting I: Studio Production</i>	<i>Introduction to App Design</i>
<i>Business Finance</i>	<i>Introduction to Web Design</i>
<i>Computer Programming I Honors</i>	<i>Personal Finance</i>
<i>Creative Writing</i>	<i>Principles of Science and</i>
<i>Creative Writing II</i>	<i>Technology: Robotics</i>

## **ACADEMIC REQUIREMENTS & RECOMMENDATIONS** **FOR COLLEGE ADMISSIONS**

The rigor of the academic program and the quality of work produced during the four years of high school will serve as part of a resume to college. The student's transcript is considered the most important factor in determining chances for admission.

The competitiveness of the colleges that the student is considering will determine the courses that he/she will take at his/her time at MPHS. The more selective colleges have a rigorous standard of academics that they uphold. It is up to the student to research and look into the programs that he/she is considering and communicate with his/her guidance counselor the courses that he/she is interested in taking in furthering his/her college readiness.

This chart should only serve as a guide. The courses that a student takes should be determined by interests, future goals, success in previous courses, and teacher recommendations.

<b>Course/Subject</b>	<b><u>Minimum</u> Courses for College Entrance in Years</b>	<b><u>Recommended</u> Courses for College Entrance in Years</b>
English	4	4
Mathematics	3	4
Science	3	3-4
Social Studies	3	4
World Language	2	3-4

For more information on college planning and other considerations, please visit the Guidance website to review the *College Planning Guide* and explore Naviance. Although the *College Planning Guide* may be geared to a certain year/graduating class with specific dates, it could provide some additional insight. Naviance is a career and college readiness platform that enables students for self-discovery, career exploration, academic planning, and college preparation. All high school students have Naviance accounts, and parents can request access, as well.



# **ACADEMIC POLICIES**

## **Credits**

Students in grades 9, 10, 11 must carry a minimum of 34 credits per year, and may not have a free period. Seniors must carry a minimum of 29 credits, and can only have one free period. Students must earn 126 credits in order to receive a diploma.

## **Homeroom Placement**

The number of earned credits determines grade level and homeroom placement as follows:

Grade Level Homeroom Placement:	10th	11th	12th
Minimum Credits Required:	27.5	57.5	90

## **Course Levels**

Midland Park High School offers different levels of a course to help students develop according to their individual needs and potential.

- College Prep (CP)
- Honors (H)
- Advanced Placement (AP)
- Dual Enrollment (weighted as honors)

Honors and AP classes are weighted more on a 4.0 GPA scale.

## **College Prep Courses**

Midland Park High School has a demanding college prep curriculum. Students develop reading, writing, problem solving, and analytical thinking skills in order to have the strong foundation for college level learning.

## **Honors Courses**

Honors placement is made by teacher recommendations. The honors courses place a higher demand on students: the pace of material presented is faster, the work is rigorous, there is more independent work, and the overall standard of work is higher. With honors classes, there is summer work that students are expected to complete. Students in honors classes are preparing for AP level classes for the upcoming years. Students should note that the amount of homework will increase significantly and that they should keep in mind their extra-curricular activities and other hobbies. Students must be proactive with their studies; *time management is key.*

## **Honors Course Offerings**

Algebra II	Geometry
Biology	Holocaust Studies
Chemistry	Medical Terminology
Computer Programming	Modern World History
Dynamics of Healthcare	Physics
English I	Pre-Calculus
English II	Spanish IV
Environmental Science	United States History I
French IV	Web Design

## **Advance Placement (AP) Courses**

AP placement is made by teacher recommendations and there are certain prerequisites in order to enroll in these classes.

A student planning to register for one or more AP courses should keep the following in mind:

AP courses are equivalent to college level courses. They are extremely rigorous and are designed to challenge the student. Those students who decide to challenge themselves by taking an AP course should expect at least one hour of homework per night, including weekends and vacations. If a student plays a sport, participates in a time consuming co-curricular activity, or is employed, he/she should evaluate the time they are able to dedicate to the course. AP courses have summer work.

Students who traditionally earn high marks may be surprised by lower marks in an AP course. It is not atypical for a student who earns "A's" in honors level and college preparatory courses to earn an average mark, such as "C", in an AP course.

All students enrolled in AP courses are **required** to take the AP examination in May. Students who earn a 3 (out of 5 points) are reimbursed. Students do not participate in final exams.

Sophomores who fulfill course prerequisites are permitted to take one AP course.

### **Advanced Placement Course Offerings\***

American Government & Politics	Macroeconomics/Microeconomics
Calculus AB	(alternating years)
Biology (alternating with Chemistry)	Music Theory
Chemistry (alternating with Biology)	Psychology
Computer Science Applications	Spanish Language and Culture
Computer Science Principles	Statistics
English Language and Composition	Studio Art: Drawing
English Literature and Composition	Studio Art: 2D Design
French Language and Culture	United States History

*\*Subjects offered based on enrollment*

## Dual Enrollment Courses

Some classes are becoming a dual enrollment class, meaning that students could potentially earn college credit upon graduation. Midland Park Jr./Sr. High School has formed partnerships with colleges and universities.

Dual Enrollment classes are honors level courses, and are weighted as an honor class. Students should keep in mind the extra time, effort, and energy that is needed in order to pass the class and to successfully earn the college credit from the affiliated universities. **There is a financial commitment for these classes.**

Dynamics of Healthcare, *Rutgers University*  
Medical Terminology, *Rutgers University*  
Holocaust Studies, *Kean University*  
Computer Programming, *Seton Hall University*  
Web Design, *Seton Hall University*  
Advance TV Production, *Bergen Community College*  
Broadcasting I, *Bergen Community College*  
Digital Journalism, *Bergen Community College*  
Spanish IV, *Bergen Community College*  
French IV, *Bergen Community College*  
\*Ceramics II, *Ramapo College*  
\*Digital Photography II, *Ramapo College*  
\*Drawing II, *Ramapo College*  
\*Painting II, *Ramapo College*

\*With successful completion of part I of the course

## **Grading**

There are four marking periods. The four marking periods make up 85% of the final grade.

Mid-year grades are the average of marking period 1 and marking period 2.

### **Midterm Exams and Final Exams**

Students are evaluated through midterm exams given at the end of the marking period 2 (semester 1), and a final exam in June. Please see the charts below for a grading calculation of full year classes, AP classes, and semester classes.

### Full Year Classes

Category	Percentage
Quarter 1 (Q1)	21.25%
Quarter 2 (Q2)	21.25%
Mid-Term Exam (E1)	5%
Quarter 3 (Q3)	21.25%
Quarter 4 (Q4)	21.25%
Final Exam (E2)	10%
<b>Final Grade (Y1)</b>	<b>100%</b>

### AP Classes

Students enrolled in AP classes do not participate in final exams

Category	Percentage
Quarter 1 (Q1)	22.25%
Quarter 2 (Q2)	22.25%
Mid-Term Exam (E1)	10%
Quarter 3 (Q3)	22.25%
Quarter 4 (Q4)	22.25%
<b>Final Grade (Y1)</b>	<b>100%</b>

### Semester Classes

Students enrolled in a semester will take a final exam on the last day of the class meets

Semester 1 Class Category	Percentage	Semester 2 Class Category	Percentage
Quarter 1 (Q1)	45%	Quarter 3 (Q3)	45%
Quarter 2 (Q2)	45%	Quarter 4 (Q4)	45%
Final Exam (E1)	10%	Final Exam (E2)	10%
<b>Final Grade (Y1)</b>	<b>100%</b>	<b>Final Grade (Y1)</b>	<b>100%</b>

### Exam Schedule

Midterms are given during the regular school day, during a 48 minute period. There is a specialized final exam schedule.

#### **4.0 Grading Scale**

Range	Grade	College Prep (CP)	Honors (H)	AP
98-100	A+	4.33	4.67	5.00
94-97	A	4.00	4.33	4.67
90-93	A-	3.67	4.00	4.33
87-89	B+	3.33	3.67	4.00
83-86	B	3.00	3.33	3.67
80-82	B-	2.67	3.00	3.33
77-79	C+	2.33	2.67	3.00
73-76	C	2.00	2.33	2.67
70-72	C-	1.67	2.00	2.33
65-69	D+	1.33	1.67	2.00
60-64	D	1.00	1.33	1.67
59-Below	F	0.00	0.00	0.00

#### **Remediating Courses**

When a student does not pass a course, he/she may remediate the course through an approved summer school.

Both grades will appear on the transcript.

If a student does not enroll in summer school or does not pass summer school, he/she must repeat the course during the school year.

#### **Enrollment in Courses**

Any course listed in this *Program of Studies* that does not receive the necessary minimum enrollment may not run.

#### **Grade Reporting**

Grades are reported at the end of each marking period. Grades are available on PowerSchool. Parents/guardians and students have access to PowerSchool.

#### **Incompletes**

When a student does not complete work missed for absence or other excused reasons, he/she will receive an incomplete for the marking period. The grade of an incomplete will only be assigned if coursework is not completed because of extenuating circumstances, i.e., illness, death in family.

The student is responsible to report to the teacher to seek the work he/she has missed.

Incomplete grades will not be given to students who choose not to complete the coursework by the end of the quarter.

## **SCHEDULING**

### **The Role of the Guidance Counselor**

Guidance counselors assist students in registering for academic programs and scheduling classes. The guidance counselor's roles vary depending upon a student's year in school, type of program, and post-high school plans. The guidance counselor usually acts a facilitator in the decision making process, explaining curriculum, interpreting course content, accounting in school policies and procedures, and assessing student interest and needs. However, guidance counselors do not place students in honors/AP classes without a teacher recommendation. When academic and scheduling problems arise, the guidance counselor is available to help students and parents/guardians develop solutions.

### **Scheduling Timeline**

January:	Students go to the Media Center and select elective classes on PowerSchool that they are interested in taking Teachers make CP/honors/AP placement recommendations for next year's core academic courses <b><i>Students should speak with their teachers about their placement for next year <u>before</u> recommendations are made</i></b>
February:	Development of Master Schedule*
End of May:	Preliminary schedules mailed home** No teachers' names are on the schedules
Month of June:	Students should see their guidance counselor for changes
End of August:	Schedules mailed home and available on PowerSchool** Teachers' names are on the schedules
First Day of School:	Schedules are distributed in homeroom; students should look over schedule

*\*The development of the Master Schedule is an on-going process*

*\*\*Schedules are subject to change due to changes in the Master Schedule*

### **Important Notes Concerning Course Selection/Course Interest**

1. When selecting courses, students should think in terms of a four-year, high school program of courses, the rigor of the courses and how the program will prepare them for their goals after high school.
2. Appropriate steps are taken to ensure that students are enrolled in classes that they select. However, it cannot be guaranteed that students will get their first or second choices. When students receive their preliminary schedules, students should see their counselor as soon as possible for changes.
3. All course offerings are subject to not run based on adequate student enrollment.

### **Schedule Change Guidelines**

Students and parents are urged to review course requests and final schedules with great care and consideration. The following are not valid reasons for a schedule change:

- Teacher preference, even when it is switching teachers of the same course meets the same time
- Changing a course from one period to another
- Changing lunch periods

Schedule changes will only be considered for the following reasons:

1. **Elective Changes:** A student may have had a change of heart in terms of his/her elective choice. Changes may be made if there is space in the course he/she is requesting to enter.
2. **Academic Misplacement:** As the school year progresses, it may become apparent that the student is misplaced. If the counselor, teacher and administration agree that a student is misplaced, a change will be considered, provided space is available. Grades within a discipline will follow the student moving either up or down the level. Students will be required to make up the work missed in their new class. Misplacement most often is identified in the first four weeks of school; however, the deadline for most consideration is by the Add/Drop period.

### **Senior Schedule Change**

A senior may change his/her schedule with the above guidelines in mind. Initial transcripts have current 12<sup>th</sup> grade courses on them. Once a senior applies and is accepted into college and *then* wishes to change his/her schedule, he/she **must** notify the all college admission offices of a schedule change. Technically, the initial transcript has changed; the senior applied to colleges and colleges accepted him/her with the senior year schedule on the initial transcript.

☐ Please select senior year classes carefully and thoughtfully.

### **Add/Drop Course Policy**

The Add/Drop date is noted on the district calendar. Courses cannot be added or dropped after this date. Please be advised, dropping a course after this point will result in a withdrawal/pass (WP) or withdrawal/fail (WF) on the official transcript.

The month of June is a great time to make any schedule changes. The earlier a student comes to seek a schedule change, the better the odds/chances are that classes have space available.

Guidance Counselors' summer hours are posted on the outside board and an E-blast is sent. Please use these hours to add/drop any classes.



PowerSchool is a student information system used to support the educational process.

PowerSchool provides parents/guardians and students online access to assignments, grades, and attendance.

This will help with ongoing communication between students, teachers, and parents to promote student success.

With PowerSchool parents/guardians can:

- Communicate with teachers.
- Keep track of their child's progress by having access to grades, teacher comments, class/homework assignments, and attendance.
- Access report cards.

With PowerSchool students can:

- View class schedule, assignments, grades, and teacher comments.
- Access information, such as locker number and combination, food service pin number and account balances.
- Request courses for the next school year.

**Important: Please keep contact information (phone numbers, house address, and email addresses) up to date at all times to receive communications from the school.**



# Google Apps for Education



Midland Park Jr./Sr. High School is part of the 1:1 Chromebook initiative. Each student and teacher has their own Chromebook, equipped with a charger, for their use during the school year. Located in the Media Center, there is an IT Department who is well-versed with these devices and is able to assist students and teachers. Midland Park Jr./Sr. High School uses the Google Apps Platform.

Every Midland Park Jr./Sr. High School student and teacher has an “MP Panthers” Google Apps account which includes:

- Email. **This email address will be used for all school related communications with students.**
- Drive: A Cloud based storage that can be used to store files for access from any Internet connected computer or mobile device.
  - Docs (word processing), Sheets (spreadsheet), Slides (presentations)
- Classroom
  - Teachers can use Google Classroom, where they can post assignments, post important dates, students can submit assignments, and so on.

With Google Apps, students and staff will be able to:

- Collaborate and work online
- Be more productive in class and at home.
- Use their MP Panthers email account to communicate effectively with teachers and peers.

## **ENGLISH**

### **English I CP & Honors**

**Full Year**

#### **Course Description:**

Grade 9 English I is taught in eight units throughout the school year; units 1-6 will follow in sequence, with 7 and 8 occurring throughout the year. English I is designed to provide an opportunity for students to strengthen and improve individual skills in reading, writing, speaking, and listening. Emphasis will be placed on instruction and practice to help students achieve and maintain the skills necessary for success in high school and future studies. Students will read and write frequently, acquire the fundamentals of grammar, and will broaden their vocabulary. Through small and large group discussions, a major essay each quarter, presentations, and activities, students will explore the short story, epic literature, Shakespearean drama, and novel study. In addition, students will compose essays of exposition, literary analysis, and argument, including the research paper. Writing skills emphasized include organization, clarity, editing, and evidence based support. Participation in this program assists students:

1. To develop higher level reading, writing, and analytical skills.
2. To apply conventions of writing to convey clear and cogent ideas.
3. To meet the English standards for New Jersey Public Schools utilizing New Jersey Student Learning Standards.

*Prerequisites for English I Honors: Successful completion of English 8 Honors and teacher recommendation.*

### **English II CP & Honors**

**Full Year**

#### **Course Description:**

Grade 10 English II is taught in eight units throughout the school year. The curriculum focuses on the larger theme of the individual's relationship to their community and explores a different facet of this dynamic with each quarter. Units 1-6 will follow in sequence, with 7 and 8 occurring throughout the year. Through small and large group discussions, a major essay each quarter, presentations, and activities, students will explore how literature can help us reflect on the impact our communities have in shaping our identities and the impact our actions have on our communities. Students will compose essays of exposition, literary analysis, and argument. Writing skills emphasized include organization, clarity, editing, and evidence based support. Participating in this program helps students:

1. To acknowledge the important role they hold in their communities and recognize that their actions can have an impact.
2. To apply conventions of writing to convey clear and cogent ideas.
3. To meet the English standards for New Jersey Public Schools.

*Prerequisites for English II Honors: Successful completion of English I CP/Honors and teacher recommendation.*

### **English III CP**

**Full Year**

#### **Course Description:**

Grade 11 English III is taught in eight units throughout the school year. The focus of the Grade 11 English curriculum is American literature and writing a variety of analytical essays. Through

small and large group discussions, Socratic seminars, and projects, students will explore themes and character motivation, connecting these to their own lives as well as contemporary society. Writing throughout the year will focus on expository, narrative, and argumentative, and will emphasize editing and revision as life-long skills. Participating in this program helps students:

1. To foster strong, life-long writing skills.
2. To apply universal themes to their own lives.
3. To meet the English standards for New Jersey Public Schools.

## **AP English Language & Composition**

**Full Year**

### **Course Description:**

This course cultivates the reading and writing skills that 11<sup>th</sup> grade students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse text, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The course cultivates rhetorical understanding and use of written language by directing students' attentions to writer/reader interactions in their reading and writing of various formal and informal genres. This course follows the College Board Syllabus.

*Prerequisites: Successful completion of English II CP/Honors and teacher recommendation.*

## **English IV CP**

**Full Year**

### **Course Description:**

Grade 12 English IV is taught in seven units throughout the school year. The English curriculum encourages critical thinking, problem solving, and clear communication. Through small and large group discussions, Socratic seminars, and projects, students will explore themes and character motivation, connecting these to their own lives as well as contemporary society. Writing throughout the year will focus on expository, narrative, and argumentative, and will emphasize editing and revision as life-long skills. Participating in this program helps students:

1. To foster strong, life-long writing skills.
2. To apply universal themes to their own lives.
3. To meet the English standards for New Jersey Public Schools.

## **AP English Literature & Composition**

**Full Year**

### **Course Description:**

This course engages 12<sup>th</sup> grade students in the careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such small-scale elements as the use of figurative language, imagery, symbolism and tone. This course follows the College Board Syllabus.

*Prerequisites: Successful completion of AP English Language & Composition or earning an "A" in English III and teacher recommendation.*

**21<sup>st</sup> Century Media Impact****Semester****Course Description:**

This course will educate students in the development of communication and information literacy skills necessary for success in the Information Age. The course is broken into four components that act as the building blocks for student-driven success as responsible digital citizens. This course will continually evolve, as we adjust the curriculum to equally match the skills of our students and the constant changes digital media undergoes.

**Creative Writing****Semester****Course Description:**

Students will be taught procedures and techniques in the various genres and sub-genres of creative writing. They will gain practice in writing poems, one act plays, short stories, and creative essays. They will be taught techniques of revision.

**Film and Literature****Semester****Course Description:**

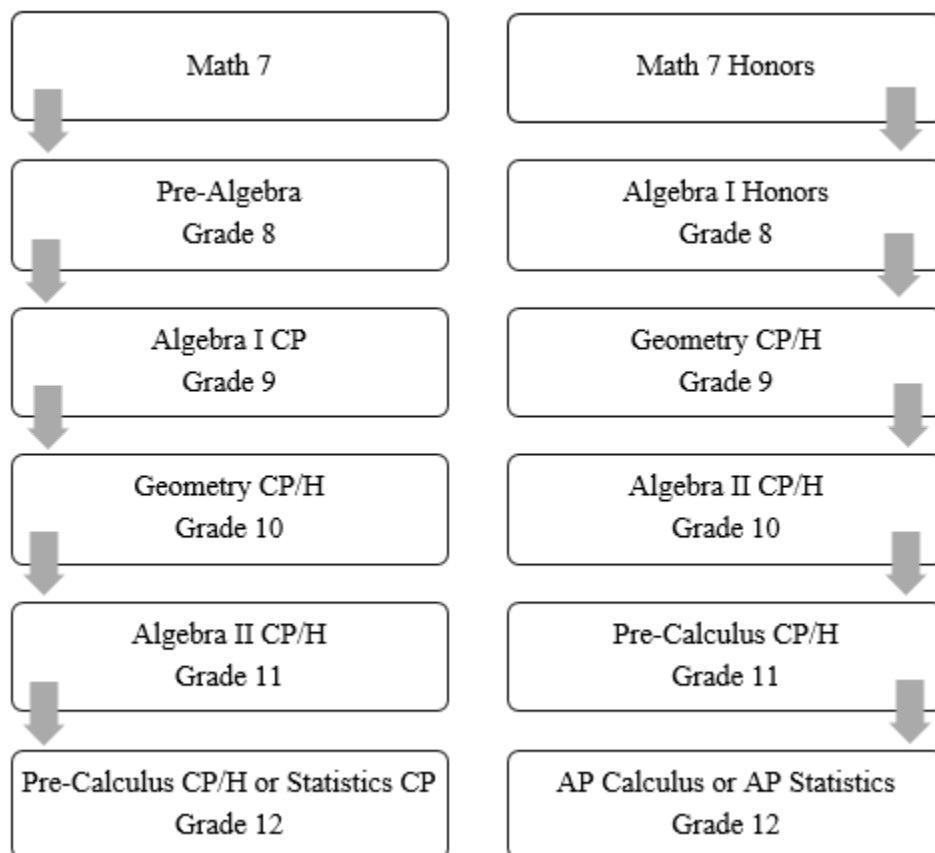
Students will learn how to read a film in much the same way they have learned to read literature. They will examine how meanings are conveyed through the use of various film techniques. A correlation between specific pieces of literature and the films made from those pieces of literature will be explored. Students will examine how a director uses various techniques to communicate an author's worded images.

**Shakespeare in Performance****Semester****Course Description:**

The study of Shakespeare in Performance will enable the student to comprehend three Shakespearean plays thoroughly, analyze particular scenes within each play for theme and plot, and, after viewing several different performances of each play, evaluate the similarities and differences among the performances. Emphasis will be placed on the individualized elements of the directorial choices that can cause disparity between otherwise similar productions. The continued relevance of these 400-year-old plays to modern audiences is heavily emphasized. The students will be exposed to various recorded performances of Shakespearean plays and films and will also, if time and financial constraints permit, attend a production of a Shakespearean play currently being performed in the area.

## MATHEMATICS & COMPUTER SCIENCES

### MATHEMATICS COURSE SEQUENCE



Students are required to complete three years of math in high school. Math in grade 12 is optional, but recommended if the student is planning on applying and enrolling in a four year college.

In high school, Honors/AP placement is made by teacher recommendation (no placement testing like there was in middle school math classes). If a student has done well, and after speaking with the teacher, he/she may be recommended to be placed in the honors class at the next level. Conversely, if a student has been in honors math classes in the past, but has below average classroom performance and grades, there is the possibility of the student to not be recommended for the honors class at the next level.

**Math is a cumulative subject; everything builds on what came before. It is important to have the basic understanding of the skills and concepts before moving onto the next topic/level/class.**

## **MATHEMATICS**

### **Algebra I CP**

**Full Year**

#### **Course Description:**

Algebra I is taught in eight units throughout the school year. The Algebra I curriculum is a rigorous, open-ended and sequential process of connecting previously learned algebraic topics and expanding them to include polynomial expressions, quadratic equations and exponential functions. As part of the spiraling curriculum, aspects of Pre-Algebra and elementary Geometry are taught throughout the year. A guided inquiry program gives students the opportunity to explore topics and concepts through mathematical investigations. Participating in this rigorous program helps students:

1. To foster a lifelong enjoyment of learning mathematics.
2. To observe mathematics in the world around them.
3. To meet the mathematics standards for New Jersey Public Schools.

### **Geometry CP & Honors**

**Full Year**

#### **Course Description:**

This is a rigorous course, that is open-ended and sequential process of connecting previously learned mathematical topics and expanding them to include the study triangles, quadrilaterals, circles, and trigonometry. As part of the spiraling curriculum, aspects of Algebra I are reviewed throughout the year. A guided inquiry program gives students the opportunity to explore topics and concepts through mathematical investigations.

*Prerequisites for Geometry Honors: Successful completion Algebra I CP/Honors and teacher recommendation.*

### **Algebra II CP & Honors**

**Full Year**

#### **Course Description:**

High school Algebra II is taught in seven units throughout the school year. This course is designed to be an extension into topics that are taught in Algebra I, as well as an introduction to topics that will aid in transitioning to higher-level math courses. Students in Algebra II will become fluent with a variety of different function families and the ways the same concepts can be threaded through each family. While the foundation remains unchanged, students will look more in depth at how the present family of functions that is being studied affects the formulas and equations. The course also focuses on the use of graphing calculator to facilitate the solving of equations and modeling of real-world problems. The curriculum ends with a look into statistical analysis and probability. Taking part in this course helps students:

1. To foster an appreciation of mathematics.
2. To observe math in the world around them.
3. To meet the New Jersey Student Learning Standards for New Jersey Public Schools.

*Prerequisites for Algebra II Honors: Successful completion of Geometry CP/Honors and teacher recommendation.*

**Pre-Calculus CP & Honors****Full Year****Course Description:**

This is a rigorous course that is an open-ended and sequential process of connecting the trigonometric and calculus material previously learned in algebraic topics. As part of the spiraling curriculum, aspects of Algebra I, Geometry, and Algebra II are reviewed throughout the year. A guided inquiry program gives students the opportunity to explore topics and concepts through mathematical investigations. Topics include trigonometric functions and identities, oblique triangles and vectors, linear systems and matrices, sequence, series, and probability, conic sections, and introductions to limits.

*Prerequisites for Pre-Calculus Honors: Successful completion Algebra II Honors and teacher recommendation.*

**AP Calculus****Full Year****Course Description:**

This course is comparable to calculus courses in colleges and universities. It is intended to be challenging and demanding, and is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Emphasis is on a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications, and modeling, the courses become a cohesive whole rather than a collection of unrelated topics. This course follows the syllabus of the College Board.

*Prerequisite: Successful completion of Pre-calculus Honors and teacher recommendation.*

**Statistics CP****Full Year****Course Description:**

This course introduces major concepts and tools for collecting and analyzing data, and drawing conclusions. The main themes are: exploring data, describing statistics, sampling and experimentation, statistical inference and hypothesis testing. Basic concepts of probability and normal distributions are studied. Case studies on confidence intervals, correlation, and regression are also examined. Verbal communication, problem solving, and the use of technology are emphasized throughout the year. This is a practical and helpful course for many years, including social science.

**AP Statistics****Full Year****Course Description:**

Advanced Placement (AP) Statistics is a non-calculus-based introduction to statistics. This course is activity-oriented with an emphasis on using calculator and computing technology. Students will use a TI-83/84 graphing calculator, Fathom statistical software, and various web-based applets to discover and investigate statistical concepts. We will study four broad conceptual themes: exploring data – describing patterns and departures from patterns; sampling and experimentation – planning and conducting a study; anticipating patterns – exploring random phenomena using probability and statistics; and statistical inference – estimating population

parameters and testing hypotheses. This course is the equivalent of a single semester, introductory college statistics course, and follows the syllabus of the College Board.

### **Personal Finance**

**Semester**

#### **Course Description:**

Personal Finance is a course designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. Students will gain first-hand knowledge about how their personal finances impact their ability to become entrepreneurs. Topics including franchising, forms of business ownership, and emerging careers will be infused throughout the curriculum.

## **COMPUTER SCIENCE**

### **Introduction to App Design**

**Semester**

#### **Course Description:**

Intro to App Design is an introductory course that delves into the exciting world of developing apps for Android mobile devices. Topics that will be covered include the Android User Interface, Implementing Audio, and Creating Animation. Students will learn the basics of programming through creating apps for an Android device. Best design practices and user accessibility will also be covered. Lastly, students will learn how to publish their apps.

### **Introduction to Computers**

**Full Year**

#### **Course Description:**

This course is an introductory computer science course that touches upon problem solving, the internet, and programming. Throughout the course students will learn the very basics of web design, app design and programming; as well as other areas of computer science. Students will explore how humans interact with computers including the ethical use of them from a personal and corporate standpoint. Problem solving, which is an important aspect of computer science, will also be addressed with students completing simple to more complex problems. By the end of the course students will have been introduced to many areas of computer science, giving them a good foundation for future classes.

### **Web Design Honors**

**Semester**

#### **Course Description:**

This course is a beginning web design course that covers the basic information that web designers need. Topics that will be covered include HTML, HTML5, Cascading Style Sheets, and JavaScript. Students will learn the basics of creating web pages and page layout as well as configuring text, color, and images. Best web design practices and user accessibility will also be covered. Lastly, students will learn how to obtain a domain name, web host, and how to publish a website.



**Computer Programming I Honors****Full Year****Course Description:**

Computer Programming I honors is a beginning programming class using the Java programming language. Java provides an excellent environment for the beginning programmer as a student can quickly build useful programs while learning the basics of structured object-oriented programming techniques. This class assumes that you have little or no programming experience. It provides solid background in good object-oriented programming techniques and introduces terminology using clear, familiar language. Upon the completion of the class students will understand concepts used in object-oriented programming and be able to modify and create simple Java programs. Students will possess a fundamental knowledge of object-oriented programming, which will serve them well in advanced Java courses or in studying other object-oriented languages.

*Prerequisite: Successful completion of Introduction to Computers or Approval from Computer Teacher/Principal.*

**AP Computer Science Applications****Full Year****Course Description:**

This is an advanced placement course in computer programming, using the Java language. The focus is on object-oriented programming(OOP) methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. A large part of this course is built around the development of computer programs or parts of programs to solve a given problem using these OOP designs. The topics in the course of study include the use of standard Java classes, objects, data types, methods, decision-making statements, string handling, the application of data storage and data processing, and other algorithms. Students will also learn to create and manipulate applications, applets, and GUI components. The course will be highly project based and geared towards real-world applications using a variety of hands-on lab exercises, case studies, and team learning tasks. It is expected that students will seek college credit by taking the Advanced Placement Computer Science Examination (Level A) in May. In addition, the responsible use of these systems is an integral part of the course.

**AP Computer Science Principles****Full Year****Course Description:**

Computing affects almost all aspects of modern life and all students deserve access to a computing education that prepares them to pursue the wide array of intellectual and career opportunities that computing has made possible. This course is not a tour of current events and technologies. Rather, it seeks to provide students with a “future proof” foundation in computing principles so that they are adequately prepared with both the knowledge and skills to live and meaningfully participate in our increasingly digital society, economy, and culture. We will cover The Internet, digital information, an introduction to programming, big data and privacy, and building apps.

## **SCIENCE**

### **Biology CP & Honors**

**Full Year**

#### **Course Description:**

High School Biology is taught in five units throughout the school year. The curriculum is a full integration of the practices of science with its ideas and all major biological concepts. Students will learn the idea of science/biology through actually doing science/biology. High School Biology is a laboratory science course in which students investigate the biological concepts and practice scientific skills. Students will investigate Cycles of Matter and Energy Transfer in Ecosystems: How do matter and energy move through ecosystems? And how do organisms interact with the living and nonliving environment? The next disciplinary core idea discussed will be: Ecosystem Dynamics, Functioning and Resilience: What happens to ecosystems when the environment changes? Structure and Function or How do the structures of organisms enable life's functions? Will be explored by the students in Unit 3. The study of Genetics asks questions about the Variation of Traits: Why do individuals of the same species vary in how they look, function and behave? Evolution is the central theme of all biology and it is the core theme of the course and will be discussed and emphasized throughout all projects! Aspects of physical science; chemistry and biochemistry; earth & space science; and engineering, technology & applications of science are taught throughout the year. A guided inquiry program, problem-based learning experiences and engineering projects will give students the opportunity to explore topics and concepts through investigations.

Participating in this hands-on program helps students:

1. To be prepared for College/Career by emphasizing key skills and practices (NGSS, CCSS, STEM).
2. Become lifelong learners and engaged citizens.

*Prerequisites for Biology Honors: Successful completion of Science 8 and teacher recommendation.*

### **AP Biology**

**Full Year**

#### **Course Description:**

AP Biology is a rigorous and challenging curriculum designed to be the equivalent of an introductory college biology course taken by biology majors. The course meets for 2 periods each day for a total of 10 periods a week (one period is 48 minutes). The curriculum includes an integral laboratory component which constitutes at least 25% of the class time. Student teams perform each of the 13 inquiry-based AP laboratory experiments (at least two inquiry-based labs per big idea) and have numerous other laboratory experiences as well written laboratory reports include a pre-lab and post-lab component. Each student is responsible for keeping a laboratory notebook and results and observations will be presented and discussed in class. All laboratory activities emphasize some of the Science Practices and over the course of the year the students will use and engage in all Seven Practices.

*Prerequisites: Successful completion of Biology Honors and Chemistry Honors or earning a "A" in Biology CP and "A" in Chemistry CP and teacher recommendation*

## **Chemistry CP & Honors**

**Full Year**

### **Course Description:**

High School Chemistry is taught in five units throughout the school year. The curriculum is a hands-on, open-ended and sequential process of investigating the composition of matter and the physical and chemical changes it undergoes. High School Chemistry is a laboratory science course in which students investigate the composition of matter and the physical and chemical changes it undergoes. Students use science process skills to study the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy. Students will investigate chemical bonding and how the kinetic molecular theory and intermolecular forces explain the physical and chemical characteristics of matter. Additional aspects of chemical reactions including limiting reactants, percent yield, equilibrium, reaction rates, and thermochemistry are considered. Aspects of physical science; life science; earth & space science; and engineering, technology & applications of science are taught throughout the year. A guided inquiry program gives students the opportunity to explore topics and concepts through investigations.

Participating in this hands-on program helps students:

1. To foster a life-long enjoyment of learning science.
2. To observe science in the world around them.
3. To meet the science standards for New Jersey Public Schools.

*Prerequisites for Chemistry Honors: Successful completion of Biology CP/Honors and teacher recommendation.*

## **AP Chemistry**

**Full Year**

### **Course Description:**

This is a college level course. Prerequisites include either Chemistry H or Chemistry CP and at least Algebra II. It is designed for those students who wish to pursue a fuller study of the subject. Students entering this course of study have a keen interest in the sciences and mathematics and wish to develop a strong chemistry background in preparation for studies on the college level. Following review of the chemistry course, the students are guided through an in depth study of chemical reactions, including types, Arrhenius, Bronsted-Lowry and Lewis theories of acids and bases; precipitation and REDOX reactions. Stoichiometry, chemical and physical dynamic equilibrium, law of mass action, thermodynamics, solubility products, equilibrium constants, rates of reaction order, temperature changes and effects, activation energy and mechanism as a reaction are covered. The course also includes descriptive chemistry as related to the periodic table, organic chemistry, and structural isomerism. Students are expected to demonstrate their chemical knowledge in laboratory activities.

*Prerequisites: Successful completion of Biology Honors and Chemistry Honors or earning a "A" in Biology CP and "A" in Chemistry CP and teacher recommendation*

**Physics CP & Honors****Full Year****Course Description:**

High School Physics is taught in four units throughout the school year. The curriculum is hands-on, open-ended and a sequential process of investigating the world around us. High School Physics is a laboratory science course in which students investigate the study of matter and its motion through the universe and time. The laws of physics affect everything in the universe from matter, energy, velocity, accelerations, forces, momentum, charge and waves. Students use science process skills to study the fundamental structure of physics laws. Students will investigate kinematics & dynamics, momentum, circular motion, work, energy & power, static electricity & electricity, magnets, and waves. Aspects of physical science; chemistry; earth & space science; engineering, technology and applications of science are taught throughout the year. A guided inquiry program, problem based learning and engineering projects will give students the opportunity to explore topics and concepts through investigations.

Participating in this hands-on program helps students:

1. To observe science in the world around them.
2. To be prepared for College/Career by emphasizing key skills and practices (NGSS & STEM).
3. Become lifelong learners and engaged citizens.
4. To meet the science standards for New Jersey Public Schools.

*Prerequisites for Physics Honors: Successful completion of Chemistry Honors and teacher recommendation*

**Environmental Science CP & Honors****Full Year****Course Description:**

The course is designed to foster a sense of stewardships regarding the environment by enabling the students to understand the ecological issues from various points of view. The students will become knowledgeable of the critical issues that impact the natural world thus producing environmentally aware adults whose actions in the community will reflect an understanding and appreciation of the environment. The course is hands on, open-ended and sequential process of learning about the local environment and global environment. Aspects of physical science; life science; and engineering, technology and applications of science are taught throughout the year. A guided inquiry program gives students the opportunity to explore topics and concepts through investigations.

*Prerequisites for Environmental Science Honors: Successful completion of previous science courses and teacher recommendation*

**Astronomy****Semester****Course Description:**

This course will introduce students to the exploration, composition, behavior and structure of the universe. This elective course will provide the student with a study of the universe and the conditions, properties, and motions of bodies in space. The topics of study include, but not limited to, historical studies of space, astronomical instruments and tools, the physical features of solar system, the earth as a system in space, other space bodies, stars and the future of space exploration. Aspects of the physical science, engineering, technology and applications of science are taught throughout this half year course. A guided inquiry program, problem-based

learning and engineering projects will give students the opportunity to explore topics and concept through investigation.

## **Forensics**

**Semester**

### **Course Description:**

Forensics introduces crime scene investigation. Through presentation, lab activities and film, the class investigates how to solve a crime and draw conclusions from evidence presented from a crime scene. The different forensic science specialties are encountered through the different types of science utilized in solving a crime. Throughout the course, students will explore the legal system, types of evidence, crime scene analysis, the criminal mind, fingerprints, impressions, forgery, anthropology, DNA and blood spatters, hair and fiber identification, drugs and toxins, firearms and arson.

## **Horticulture**

**Semester**

### **Course Description:**

Horticulture is designed to help the student develop an in-depth understanding of the science and art of cultivating and processing plants for human use. Horticultural science encompasses all of the pure sciences – physics, chemistry, geology, and biology – as well as related sciences and technologies such as plant pathology, soil science, entomology, and many other scientific disciplines. Students will apply the knowledge, skills, and technologies to produce plants for human food and non-food uses. Students will participate in a variety of in-class and out-of-class learning activities designed to teach them plant propagation, cultivation, improving plant growth, yields, quality, and resistance to insects, diseases, and environmental stresses. Successful horticulture depends on extensive control of the environment, including light, water, temperature, soil structure and fertility.

## **SOCIAL STUDIES & SOCIAL SCIENCES**

### **Modern World History CP & Honors**

**Full Year**

#### **Course Description:**

Modern World History is a course designed to provide ninth grade students with a cross-cultural study of global development from the emergence of modern Europe and the role of absolute monarchs to the present. An emphasis on cultural interaction and the rise of globalization will envelop the year. Students will acquire the knowledge, 21st century skills, and perspectives that will allow them to become active citizens of a diverse America who can make informed decisions about local, national, and global issues

*Prerequisites for World History Honors: Successful completion of Ancient World History and teacher recommendation.*

### **United States History I CP & Honors**

**Full Year**

#### **Course Description:**

This course is designed to provide an in-depth understanding of the political, economic, and social development of the United States History from the Colonial Period to the end of the 19th century (1750-1890). Students will participate in a variety of in-class and out-of-class learning activities designed to develop historical knowledge, culture and social development and technological growth of the United States.

*Prerequisites for United History I Honors: Successful completion of Modern World History Honors and teacher recommendation.*

### **United States History II CP**

**Full Year**

#### **Course Description:**

United States History II will implement the students' knowledge base and skill levels learned in US History CP. This course is designed to help the 11th graders develop an in-depth understanding of the political, economic, technological, cultural and social development of U. S. History from the end of the 19th century to the present. The course closely parallels and is integrated with the 11th grade English course, linking historical periods with literature representative and reflective of those times. The predominant theme of the year's study is Establishing Identity - a concept integrating the aspects and parameters of identity and how we interact, confront, grow, and change into a world power. Students will participate in a variety of in-class and out -of-class learning activities designed to develop historical knowledge, cultural understanding, appreciation and respect for diversity, critical and analytical thinking skills and an ability to incorporate this learning with that acquired in English and other humanities.

### **AP United States History II**

**Full Year**

#### **Course Description:**

Advanced Placement United States History is a college level course designed to prepare the students to take the Advanced Placement Test given by the Educational Testing Service in May. The course will implement knowledge and skills from U. S. History I and integrate literature, art, music, and science from the historical time periods. This course will teach students to go beyond

the surface using analytical and factual knowledge of political, social, economic, diplomatic, intellectual and cultural history that is needed to critically deal with materials related to a college level course. The work-intensive curriculum has three important components to achieve mastery of content: (1) extensive reading assignments utilizing text and outside primary and secondary sources, (2) maintenance of a detailed notebook with notes from readings, lectures, and class discussions, and (3) intensive writing assignments to include: document based questions, persuasive essays, reports, cultural analysis, and research.

*Prerequisites: Successful completion of US History I Honors or earning an "A" US History I CP and teacher recommendation.*

### **Current World Affairs**

**Semester**

#### **Course Description:**

This course is designed to encompass contemporary developments in all fields of human knowledge. A study of contemporary affairs not only integrates the past with the present, but reveals the relationship of specific events to the larger contemporary scene.

### **Economics**

**Semester**

#### **Course Description:**

The purpose of this course is to provide students with a basic understanding of economic concepts and principles. Through an analytical approach students will learn how economic systems in general and the American economy specifically function. Students will develop problem-solving and decision-making skills in order to apply economic concepts to real life economic situations. Upon completion of this introductory course, students should be able to make better decisions regarding the use of resources available to themselves and to society. Through individual research, simulations, role-playing and critical thinking exercises, students will participate in experiences designed to increase their mastery of economics.

### **Holocaust Studies Honors**

**Full Year**

#### **Course Description:**

This class is designed to examine human behavior using the Holocaust as the major case study. The course begins with a brief look at the topic of human nature including how we view ourselves, how we view others, and how past philosophers examined the topic. The course will then focus more narrowly on the Holocaust. After a brief history of Germany, the students will examine the climate of early 20<sup>th</sup> century Germany and determine why the Holocaust happened, as well as why the German people not only allowed Hitler to rise to power, but also welcomed him. A great deal of time will be spent examining all aspects of the specific time period 1933-1945. The final course of study will be to determine what lessons students can learn from the Holocaust today. Other genocides and acts of prejudicial aggression of the 20<sup>th</sup> and 21<sup>st</sup> centuries will also be introduced.

Holocaust Studies Honors is a dual enrollment class. Students can potentially earn college credit from Kean University upon completion of the course and end of the year exam.

## **Introduction to Psychology**

**Semester**

### **Course Description:**

The Introduction to Psychology will give students a general understanding of the history of psychology from its infancy to the issues that modern psychologists are inquiring about today. The topics for the course will span a broad spectrum in psychology. These include, but not limited to, the following: the history of psychology and the people who have shaped the science, how psychological studies use the scientific method and statistical analysis in its research, the functions of the brain and nervous systems, developmental psychology and the changes that occur throughout our lives from the womb through adulthood, society and its effects on people and cultures, cognition with an emphasis on memory and intelligence, theories of personality and the causes of certain psychological disorders and how they are classified using the DSM classification system, the different forms / methods of therapy and the different schools of thought regarding the treatment of different psychological disorders, psychology as a career, and educational options associated with psychology.

## **AP Microeconomics**

**Full Year**

### **Course Description:**

The Microeconomics AP course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It emphasizes the nature and function of product markets, and includes factor markets and the role of the government in promoting greater efficiency and equity in the economy.

*Prerequisites: Successful completion of Algebra II.*

## **AP Macroeconomics**

**Full Year**

### **Course Description:**

This Macroeconomics AP course will give students a better understanding of the economic principles that apply to the economy as a whole. Students will gain a better understanding of basic economic concepts such as scarcity, rational choice, and supply and demand. Particular emphasis will be placed on more complex topics such as national income and price-level determination, economic performance measurements, the financial sector, government stabilization policies, and international economics. Students will be asked to use these concepts in constructing charts and graphs that better explain today's economy.

*Prerequisites: Successful completion of Algebra II*

## **AP Psychology**

**Full Year**

### **Course Description:**

The study of psychology will take students through a history of those who have pioneered the science in the past and those who continue to advance psychology today. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The range of study will include the basic developmental processes of a child into adulthood, the learning process and cognition, and personality development. Abnormal behavior and the treatment of these behaviors will also be



studied. Finally, psychological testing, categorization, and identification of psychological disorders will be examined as well.

*Prerequisites and recommendations: Successful completion of Holocaust Studies or Intro to Psychology and teacher recommendation*

## **Sociology**

**Semester**

### **Course Description:**

Students will study the characteristics of human beings and their relationships in an attempt to better understand human behavior in today's society. Using a scientific and sociological approach, the teacher will make clear that the study of human relationships is affected by the environment in which they develop. A cross section of sociological theories will be presented in which students will understand the role of adolescence and how to achieve self-acceptance. Students will evaluate this information and form their own opinions as to the validity of the research in terms of their own life experiences. In addition to a solid academic background, students will also be provided with the opportunity for personal growth. Through a variety of structured personal growth exercises, assignments, and discussions, students will develop a better knowledge, insight, and acceptance of themselves.

## **U.S. Foreign Policy**

**Semester**

### **Course Description:**

This course provides students with a basic understanding of foreign policy concepts and issues. Through an analytical, problem solving approach, students will learn the forces involved in the formation of American foreign policy. Using decision making skills, students will formulate foreign policy goals, alternative options and predict possible consequences for each alternative. The course will emphasize current case studies, focusing on issues the U.S. currently faces. It is to these issues that students will apply their acquired decision making and problem solving skills.

## **AP U.S. Government & Politics**

**Full Year**

### **Course Description:**

Advanced Placement Government and Politics is a course designed to give students a working knowledge of the world of politics and government as well as to prepare the student for the Advanced Placement exam. The teacher will stress historiography and essay writing techniques to aid the students in gaining understanding and expressing that understanding of the various systems studied. The students will participate in class discussions and/or role playing activities. They will also complete projects designed to improve critical thinking, analytical, interpretive and language arts skills.

*Prerequisites: Successful completions of English honors and history honors classes and teachers recommendations.*

**You & the Law****Semester****Course Description:**

This course introduces students to various aspects of the law including consumer and housing law, family law, and individual rights and liberties of the United States. In addition, the legal system is studied to educate students on the Court system and how it protects individuals. Sources include: Supreme Court cases, case studies and problem-based learning assignments to strengthen critical thinking and communication and collaborative skills.

## **WORLD LANGUAGES**

*Although the district and state requirement is one year of a foreign language, it is **highly recommended** that students study their chosen language for at least three consecutive years in order to gain a global appreciation and to present more competitively when applying to colleges and universities.*

### **French II**

**Full Year**

#### **Course Description:**

The French II course is the second year of the beginner's level of language study (French 7/8 is French I). Through a daily classroom immersion in the French language, the student will gain more vocabulary in a cultural context. New grammatical structures will be introduced with practice exercises to aid in student assimilation of the material. Students will learn to communicate in meaningful and appropriate ways with French speaking people through speaking, listening, reading, and writing. The French II student will ultimately develop an understanding of the practices and perspectives of the culture of many countries around the world. By the end of the course, the French II student will recognize the importance of becoming proficient in a world language and will have the desire to pursue further learning.

### **French III**

**Full Year**

#### **Course Description:**

This intermediate level course offers the student the opportunity to develop proficiency in French while immersing in the target language. At the same time, it aims to increase the student's knowledge and appreciation of French culture. True competence in a world language cannot be attained without simultaneous development of the awareness of the culture in which the language is spoken. Students will be encouraged to compare and contrast what they learn in order to learn more about themselves and progress towards a mature vision of the world. This course will provide a balanced focus on all four language skills: listening, speaking, reading, and writing. The communicative functions, vocabulary, grammar, and reading selections will be presented in culturally authentic situations and reading taken from contemporary French magazine and newspapers. These students will also be exposed to Francophone literature from a variety of periods. Students will be involved in activities that promote both learning and application of the language, ultimately leading the student to function in many new situations at the intermediate level.

### **French IV Honors**

**Full Year**

#### **Course Description:**

This course is designed to bring the French student to the advanced level through a thorough review of the elements of the French language vocabulary, idiomatic expressions and grammatical concepts. The advancement will be attained through speaking activities, grammar exercises, reading novels, French newspapers and magazines, writing compositions, listening comprehension exercises and class discussions. In addition, the student will review French history and study cultures throughout the French speaking world.

***Prerequisite:** Students must be selected to the French Honor Society*

**AP French V****Full Year****Course Description:**

This course will prepare the student for the Advanced Placement French Language Examination through the extensive review of French thematic vocabulary, idiomatic expressions, proverbs and grammar. The student will be expected to be responsible for all regular class work in addition to the Advanced Placement practice exercises. Students will build upon their solid base from French 7-IV to eliminate English structure and common mistakes and eventually, will learn to master the French language. As in previous years, the student will work on listening, speaking, reading and writing the French language. Students will continually refer to French cultures and traditions as they journey through their last year of high school French. Students will be expected to expose themselves to as much spoken and written French as possible: television, films, radio, newspapers, magazines, and the Internet.

*Prerequisite: Students must be selected to the French Honor Society*

**Spanish I****Full Year****Course Description:**

This course is a high school level introduction to the Spanish language and culture. The students will begin to develop knowledge of how to study a foreign language through speaking, reading, writing, and listening activities. An appreciation for Spanish cultures throughout the world will be encouraged. By the end of the course, the Spanish I students will be able to use the grammar structure and vocabulary. They will also have the desire to pursue further learning and gain greater proficiency.

**Spanish II****Full Year****Course Description:**

Spanish on the second level is a continuation of beginning Spanish. The students will develop oral and skills in the classroom, will study grammar, will further develop their writing skills and will read from the textbook and other materials. In addition, the students will learn to appreciate the culture of the Spanish speaking world.

**Spanish III****Full Year****Course Description:**

The study of Spanish on the third level is an intermediate course that develops oral and aural skills in the classroom. Students will study grammar and further develop their writing skills. In addition, the students will be presented with extensive cultural material on Latin America and Mexico.

*Spanish courses continued on the next page.*

**Spanish IV Honors****Full Year****Course Description:**

This course is designed to bring the students to the advanced level through a thorough review of the elements of the Spanish language. The culture of the Spanish speaking world will be covered throughout the year with a focus on Spain. The students will attain the objectives through speaking activities, grammar exercises, reading literary selections, writing compositions, researching for projects, listening comprehension exercises and class discussions.

*Prerequisite: Successful completion of Spanish III and teacher recommendation.*

**AP Spanish V****Full Year****Course Description:**

This course challenges the students to work in Spanish on the sixth semester college level as required by the College Board. It provides the students the opportunity to develop their language skills and demonstrate proficiency in the three modes of communication from the Intermediate to Pre-Advanced range. The course materials used are varied, authentic and multimedia to assist in the development of integrated language use. The global themes of the course materials are used to encourage an understanding of how language, as a tool of communication, within and among communities is also a mirror of culture. Through many types of in-class and out-of-class activities, the students will be required to make comparisons and understand the connectedness of the global themes and subthemes.

*Prerequisite: Successful completion of Spanish IV Honors and teacher recommendation.*

# **PHYSICAL EDUCATION & HEALTH**

## **PHYSICAL EDUCATION**

Physical education and health is required each year that a student is enrolled in high school. Students who are medically excused from physical education are required to complete alternate assignments.

### **Physical Education 9**

**Semester**

#### **Course Description:**

This course will help students apply the components of health-related fitness. Students will synthesize movement concepts and principles and apply them as they practice, assess, and refine movement skills in a variety of physical activities including Project Adventure, large and small group sports. This class meets four days a week for one semester.

### **Physical Education 10**

**Semester**

#### **Course Description:**

This course will continue to help students to apply the components of health-related fitness and a special emphasis will be on the development of skills through seasonal activities and physical fitness. Recreational activities including the acquisition of lifetime game skills will carry over into adult life. This class meets four days week for one semester.

### **Physical Education 11**

**Three Quarters**

#### **Course Description:**

The junior level Physical Education course is a broad and varied program with special emphasis on the development of skills through seasonal activities. Most of the participation is built on the skill level learned in Physical Education 10. This class meets four days week for three marking periods.

### **Physical Education 12**

**Three Quarters**

#### **Course Description:**

This course will help develop students who are health literate and physically educated. Students will investigate movement concepts and principles and apply them as they practice, assess, and refine movement skills in a variety of physical activities including Project Adventure games, sports, and lifetime recreational pursuits. Students will comprehend and apply the components of health-related fitness. This class meets five days a week for three marking periods.

## **HEALTH**

### **Health 9**

**Semester**

#### **Course Description:**

This course will help students identify and eliminate potentially hazardous conditions in their environment, recognize emergencies and make appropriate decisions for the first aid care. This course will also explore injury and illness prevention with a focus on personal safety. Upon completion of this course, students will receive Red Cross Certification for Standard First Aid with CPR and Automated External Defibrillator (AED) for an adult. This class meets four days week for one semester.

### **Driver Education**

**Semester**

#### **Course Description:**

The study of Driver Education is a mandatory one semester course designed for students enrolled in grade 10. The student will study the mechanics, basic skills and laws of the automobile and the highway system. Rules of the road, yielding the right of way laws, road signs, signals and road markings, handling social pressures, assessing and managing risk and road rage are at the core of the curriculum. Students will also understand how drivers gather, analyze, and evaluate information in order to make proper decisions and the effect of drugs and alcohol on a driver will be discussed. Students will prepare for and complete the New Jersey Division of Motor Vehicles written examination taken at the end of the semester. Examination cards will be issued to the students who attain 80% or higher on the exam. This class meets four days week for one semester.

*Students are encouraged to participate in "Behind the Wheel Driver Education," through an outside agency such as the Midland Park Adult School.*

### **Health 11**

**One Quarter**

#### **Course Description:**

This course takes an in-depth look at family life education taught through a values clarification approach. From birth to death, broad cross sections of family life topics are addressed. The course also meets the state standards regarding alcohol and AIDS education. This class meets four days a week for one marking period.

### **Health 12**

**One Quarter**

#### **Course Description:**

This course is divided into two units of study. The first unit of study provides students with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical help arrives. Upon completion of this course, students will receive Red Cross Certification for Adult, Child, and infant CPR and adult and child Automated External Defibrillator (AED). This class meets five days week for one marking period.

**Sports Medicine****Semester****Course Description:**

Sports Medicine covers the systems of the body and how they relate to movement or sports. Sports medicine explores the cardiorespiratory system and injuries/diseases, musculoskeletal system and injuries, the gastrointestinal system, nutrition, students learn about preventing injury and rehabilitation of injuries, medical emergencies and other medical issues.

**RUTGERS SCHOOL OF HEALTH RELATED PROFESSIONS**

The Rutgers School of Health Related Professions course provides an orientation to health care services and their delivery. Students who successfully complete the course and pass the end of course exam will earn three college credits from Rutgers and 2.5 credits on Midland Park's transcript. These courses are Dual Enrollment.

These classes present an interdisciplinary perspective focusing on process skills such as critical thinking, ethical reasoning, effective communication, and the ways to continue independent learning throughout life. The course shows how all health care providers acquire professional competency in dealing with the issues and problems they face as well as the role they play as informed consumers.

*Students must be enrolled in both courses.*

**Dynamics of Healthcare Honors****Semester****Course Description:**

This course provides an orientation to health care services and their delivery. It presents an interdisciplinary perspective, focusing on process skills such as critical thinking, ethical reasoning, effective communication and ways to continue independent learning throughout life. The course shows how all health care providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers.

***Prerequisites: Earn a "B" in Algebra I, Chemistry, and Biology***

**Medical Terminology Honors****Semester****Course Description:**

Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition, and use of terms related to anatomy of the human body, functions of health and disease, and the use of language in diagnosing and treating conditions related to all areas of medical fields. This course serves as an important prerequisite to Anatomy and Physiology. It is useful in preparing students for every career in allied health.



Included with the Medical Terminology curricula is additional information on various CD ROMS available to supplement the current curricula or use as a student-centered teaching tool. The CD ROMS offer an interactive modality of teaching while enhances learning.

***Prerequisites: Earn a “B” or better in Algebra I, Chemistry, and Biology***

## **FINE & APPLIED ARTS**

### **ART & DESIGN**

#### **Art I**

**Full Year**

##### **Course Description:**

Art I is a one-year art course which serves as a prerequisite for other art classes offered at Midland Park High School. Art history, the works and lives of notable artists, and various art techniques will be explored. Knowing that not everyone will choose to become a professional artist, emphasis is placed on effort. Quality of work also has bearing on a student's grade.

#### **Studio Art: AP**

**Full Year**

##### **Course Description:**

AP Studio Art is offered as a Drawing Portfolio, 2-D Design Portfolio, or a 3-D Design Portfolio. Students are given the opportunity to develop a portfolio that enhances their individual talents and interests while still displaying mastery in skill. This course encourages students to become independent thinkers and challenge themselves to new experiences. There are three sections in the portfolio: breadth, quality, and concentration. Students in this course may be granted college credit for their portfolio with a qualifying score.

***Prerequisites: Successful completion of Art I, II, III and teacher recommendation.***

#### **Broadcasting I: Studio Production and Field Production**

**Full Year**

##### **Course Description:**

A yearlong course meeting within the normal hours of school in which many aspects of communication through broadcasting will be learned and utilized. The course is composed of three components: Component I: *Live Broadcast Instruction and Creation* - This portion of the course is where an informational television program gets created and produced. A daily program will be aired on MPTV. Students in this course must participate in both on and off camera positions. Component II: *Taped Broadcast Instruction and Creation* - Students will make him or herself available to film outside of class and create pre-taped broadcasts. Component III: *Topical Broadcast Issues and Analysis* - We live in an ever-changing Broadcast environment. Companies are ever changing, and programming is now, more than ever, dependent upon advertising.

#### **Advance TV Production**

**Full Year**

##### **Course Description:**

A yearlong course meeting during Period Zero in which many aspects of communication through broadcasting will be learned and utilized. The course is composed of three components: Component I: *Live Broadcast Instruction and Creation* - This portion of the course is where the early morning television program gets created and produced. A daily thirty-minute news and information program will be aired live on MPTV. In order to ensure that all participants of this course learn all aspects of producing a show, class members will rotate on all positions on a weekly basis. Students in this course must participate in both on and off camera positions. Component II: *Taped Broadcast Instruction and Creation* - Students will make him or herself available to film outside of class and create pre-taped broadcasts. Component III: *Topical Broadcast Issues and Analysis* - We live in an ever-changing Broadcast environment. Companies are ever changing, and programming is now,

more than ever, dependent upon advertising.

### **Ceramics I**

**Semester**

#### **Course Description:**

Ceramics is a course designed to develop talent in and enjoyment of the plastic qualities of clay bodies. Ceramics is a one semester specialized studio course that will provide interested students with insights and experience in using the ceramics medium to develop creative thinking, self-expression and craftsmanship. This course provides experience in a variety of construction techniques, firing and glazing.

### **Ceramics II**

**Semester**

#### **Course Description:**

Ceramics II is a course designed to build upon the skills gained in Ceramics I, while further developing both hand building and wheel throwing skills. Students will solve problems related to ceramic construction and there will be a strong focus on individual creativity and development.

### **Desktop Publishing and Graphic Design**

**Full Year**

#### **Course Description:**

Computer Graphics and Design is a course that is designed to be an introduction to design and desktop publishing on the computer. Students can expect to learn about basic elements of desktop publishing and multimedia design using computer programs to create brochures, newsletters, and a variety of publications that will include photo touch-up, student generated art work, available clip art, spreadsheets, charts and other graphics. The course also covers all aspects of assembling a media publication. Planning, theme, coverage, layout, copywriting, proofreading, editing, typography, photography, copy fitting, and cropping, as well as the business and financial aspects of publishing, will be covered. Career opportunities will also be discussed.

### **Digital Journalism**

**Semester**

#### **Course Description:**

In this course, students are expected to acquire knowledge of journalism: the writing of news, editing news and writing headlines, preparing copy for print, journalism law and ethics, broadcast vs. print news, and examining the mass media and its influence. In addition, students are expected to learn about the reporter, the specialists, and also times and trends. Finally, the course will incorporate working on the school newspaper and studying local papers.

### **Digital Photography**

**Semester**

#### **Course Description:**

In Digital Photography students are expected to develop talent in and enjoyment of the creative arts. Digital Photography is a one semester specialized course that will provide interested students with insights and experiences in photographic composition, DSLR cameras, creative problem solving skills, and the ability to exercise critical judgments.

## **Drawing I**

**Semester**

### **Course Description:**

Drawing I will be taught through basic observation of still life, landscape and the figure. Art history, the works and lives of notable artists, and various art techniques with a wide variety of graphic tools will be explored. Knowing that not everyone will choose to become a professional artist, emphasis is placed on effort. Quality of work also has bearing on a student's grade.

## **Drawing II**

**Semester**

### **Course Description:**

Drawing II focuses on more advanced drawing principles and techniques in order to build students' drawing skills. Students will review the elements and principles of design, aesthetic awareness, and art appreciation. A wide variety of drawing media such as graphite, charcoal, ink, markers, colored pastels, and/or colored pencil will be explored through a multitude of real and inventive subject matter. Students will be prepared to further explore their artistic expression as they continue in the art program. Students in Drawing II will be required to keep a sketchbook, spending many outside hours of class on preliminary sketches, which will increase their ability to convey a clear vision of their designs.

## **Food and Nutrition**

**Semester**

### **Course Description:**

High School Food & Nutrition is taught in five units throughout one. This curriculum is a hands-on comprehensive understanding of the skills and procedures in the kitchen. Students will develop such practices in safety and sanitation, establishing healthy habits and proper use of equipment will help to prevent accidents in the kitchen. Measuring, cooking term, and use of the equipment will expand throughout the course. Recipes will be introduced and cooking techniques will be presented and practiced. The cooperative kitchen lab setting will teach time management skills and tasks when preparing food and career skills such as learning to work with others in a group setting. Throughout the cooking experience, health eating, moderation, and nutrition will be expanded. In addition, 21st century skills will be developed. Food related careers and an introduction of various occupations will be studied.

## **Painting I**

**Semester**

### **Course Description:**

In Painting I students are expected to develop talent in and enjoyment of the creative arts. Painting is a one semester specialized studio course that will provide interested students with insights and experiences in drawing, design, and organization of ideas; manipulating painting tools and media with skill; practicing creative problem solving skills; and the ability to exercise critical judgments.

## **Painting II**

**Semester**

Painting II, also a course titled Basic Painting at Ramapo College, is a dual enrollment credit class for MPHS. This half year art course is a continuation of the technical and conceptual problems, skills, and uses of the painting medium. In-class technical projects develop the student's understanding and use of color, painting techniques, and processes. Student painting projects utilize these skills in creating complex thematic visual statements. A wide range of

painting skills, styles, and subject matter is explored.

## **Sculpture**

**Semester**

### **Course Description:**

In sculpture students are expected to develop talent in and enjoyment of the creative arts. Sculpture is a one semester specialized studio course that will provide interested students with insights and experiences in areas such as ceramics, metal, plaster and wood. Students will learn about the additive and subtractive sculpture techniques. Students will learn new skills as well as apply previous art experience in order to develop the ability to solve more complex problems in 3D design, technique, and creativity.

## **MUSIC & THEATRE**

### **Band 9-12**

**Full Year**

#### **Course Description:**

Students who desire to develop their skills in instrumental music may enroll in band during each year in high school. Band rehearsals are conducted during zero period and for limited periods of time after school, depending on the needs of the organization, but particularly just prior to major concert programs and shows. Membership in the band requires self-discipline with regard to practice, dedication with regard to daily and extra rehearsal sessions, and compliance with the demands of the director with regard to performance standards.

### **Chorus**

**Full Year**

#### **Course Description:**

Concert Choir is a performance-oriented class for students in grades 9-12. Students will learn secular and sacred choral music of varying styles and time periods. Students will develop and refine vocal techniques through a selected repertoire, which leads to concerts during the academic school year. Attendance is required at the evening rehearsals and at concert performances. Other related tips are scheduled for the purpose of performance and adjudicated experiences. Students in Concert Choir may audition for smaller select vocal ensembles such as Madrigals. At the teacher's discretion, some students are also eligible to audition for Bergen County Chorus. Students enrolled in Concert Choir should be able to match pitch as a course prerequisite. Students in the vocal music program will participate in lessons. Lessons can be for individual students or for small/medium size groups of singers. Students will work on technique, proper vocal production, music for concert, audition material, music for solo performances or anything the teacher deems necessary for the lesson. Students must be in Concert Choir to participate in the vocal lesson program.

### **Dramatics**

**Semester**

#### **Course Description:**

Dramatics empowers students to become the actor, writer, director, and producer as they collaborate on various projects throughout the semester. This course covers topics such as acting methodologies, dramatic structures, writing techniques, character creation, and improvisation. Students are asked to perform famous pieces, both short- and long-form, as well as their own original works. Collaboration is required, as student groups take on large-scale productions, each with their own behind-the-scenes and on-stage roles to play.

### **Music Theory**

**Full Year**

#### **Course Description:**

Students in Music Theory will earn the basic structure of music including fundamentals of harmony, melody and rhythm with the goal of applying learned concepts to their musicianship skills. Students will also analyze and compose music in a variety of styles, settings, and texture.

**Prerequisites:** Enrolled in band or chorus, and be able to read music.

**AP Music Theory****Full Year****Course Description:**

AP Music Theory is the in-depth study of the structure of music with focus on analytical, aural, performance and compositional skills, and a study of repertoire to examine techniques and musical genres. The development of aural skills will take place through listening exercises and sight singing. Performance and composition assignments will enhance the learning of the concepts through hands-on and creative assignments. The course work will prepare the students for taking the advanced placement music theory examination.

## **BUSINESS & TECHNOLOGY**

### **Accounting I**

**Semester**

#### **Course Description:**

Accounting I is a semester course that covers basic fundamentals of the accounting cycle and an introduction to the accounting equation. Students will learn the sequence of activities that are involved in completing the accounting cycle as well as the double entry system of accounting. These skills will be applied to practice activities based upon the business transactions of a service type business operating as a sole proprietorship. Accounting I is designed to provide each student with a fundamental understanding of the accounting cycle and how that cycle interacts with business operations. The student will complete activities included in the accounting cycle, including journalizing business transactions and posting to the general ledger. The student will also learn the appropriate procedures related to maintaining checking accounts; including the preparation of checks, updating check registers, and preparing bank reconciliations.

### **Business Finance**

**Semester**

#### **Course Description:**

Business Finance is a semester course that covers basic fundamentals of entrepreneurship and provides an overview of business financial management. This course will provide students with an understanding of the basic theories and principles by which businesses are organized and managed in modern society. Students will learn the sequence of activities that are involved in designing a business plan, identifying sources of funding, and determining how to plan for the financial growth of a business. Business Finance is also designed to provide each student with a fundamental understanding of the accounting cycle and how that cycle interacts with business operations. Students will learn why proper financial management ensures long-term business success and why accounting is known as the universal language of business.

### **Principles of Science & Technology: Robotics**

**Semester**

#### **Course Description:**

Through the use of technology, engineering and robotics, the course stresses problem-solving skills in the real-world setting. Students will be given tasks and will need to design and construct various projects. Students will work independently as well as in pairs, small groups, and large groups. Both verbal and written communication of ideas will be emphasized. The course is designed to motivate the students of all ability levels to participate in real-world scenarios utilizing engineering and robotic concepts to problem solve through hands on activities. Robotics/Principles of Technology encompass STEM principles in a variety of in-class and out-of-class learning activities designed to teach the student about careers in technology, engineering, robotics and science. The class is aligned with the NGSS standards and was developed based upon the interest of students.

***Recommended completion of Algebra I and Introduction to Computers.***



## **ENGLISH LANGUAGE LEARNER (ELL)**

The English Language Learners (ELL) Program prepares students with limited English proficiency for full-time participation in the regular education program. Its primary goal is to ensure that English Language Learners develop sufficient fluency in all areas of English to facilitate their active participation in all academic courses and school activities. The program, delivered through small group instruction, focuses on grade level academic content and skills introduced through the use of materials appropriate to language proficiency levels. Students' courses are planned on an individual basis in response to individual language needs and personal interests. Students' English proficiency and growth are monitored frequently using a variety of formal and informal assessments. Students will exit the program based on a variety of criteria, but not limited to, teacher recommendations, NJ WIDA- ACCESS score, and grades in core courses.

### **English Language Learners Course**

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#### **Course Description:**

While developing their oral, and written communication skills, students receive support in the mastery of curriculum content from their courses. Students are eligible for the program based on a home language survey. If the criteria are met, the students will be provided 90 minutes per week of English Language support and instructions with the goal for them to be comfortable with the English language.

## **SPECIAL SERVICES**

The Special Services Department provides consultation, counseling, and academic support programs for the Midland Park school community. The department consists of two school psychologists, one school social worker, two learning consultants, and a speech-language specialist. Special Services offer students, parents, and staff the opportunity to solve problems that require the guidance of a professional.

Midland Park offers a variety of programs for students with special needs. Program decisions are based upon specific needs of students as indicated in their Individualized Educational Plan (IEP).

### **Resource Center Program**

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#### **Program Description:**

The resource center program provides classified students individualized and small group instruction in the core academic subjects. Instruction is based upon individual goals as stated in the IEPs which are guided by student needs and frame work around the New Jersey state standards of learning. The purpose of the program is to assist in bridging academic gaps and to support their movement into a less restrictive environment in the future.

#### **Courses Offered in the Resource Center Program**

<b>English</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>
English 9	General Algebra	Biology	Modern World History
English 10	General Geometry	Chemistry	US History I
English 11		Physics	US History II
English 12			

### **Study Skills**

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#### **Course Description:**

This course designed to assist the special education student to have a successful experience in mainstream classes. Students will be taught techniques to improve listening skills, organizational skills, study habits, specific reading and writing skills, note-taking skills, test-taking skills and problem solving skills. Students will have the opportunity to improve vocabulary, concentration and memory. In addition, students will develop a better awareness and understanding of various learning disabilities and how they affect performance in school. Students will also be taught the skills needed to self-advocate in a small group or one-to-one situation. Once the student develops the skills necessary for academic success and/or no longer benefits from the program, then goals of this course have been achieved and the student will transition out of the study skills program.

## OPTION II

Seniors interested in an alternative educational experience may enroll in and select from the following options:

**School to Work:** Students spend part of the day at a paid job and part of the day attending high school.

**Career Internship:** Students participate in unpaid, structured learning experiences in a career-focused position.

**Dual Enrollment:** Students interested in starting their college careers early enroll in college courses at a local college and attend high school part of the day. The college tuition is the student's responsibility.

**Volunteer Service:** Students earn high school credit for performing approved community service in a variety of settings and flexible scheduling.

Students must complete an application that is reviewed and approved by the Option II Committee. Click [HERE](#) to go to the Option II website for the the application and for more information.

### WHY OFFER OPTIONS?

#### Responsibility ●●●

*The Option Two program fosters a sense of responsibility and encourages students to actively participate in their own educational choices. Students go beyond the traditional classroom experiences and make real-world connections in their educational experiences.*

#### Independence ●●●●●●●●

*The Option Two program encourages students to pursue individualized instruction based on their own needs. Students learn to evaluate their personal goals and select the path best suited for their unique achievement. The Option Two program also encourages students to explore learning experiences that are relevant and meaningful.*

#### Choices ●●●●●●●●●●

*The Option Two program recognizes that all students do not achieve success in the same way or at the same pace. Through multiple and diverse paths, this program offers students the chance to take charge of their own education and select from a wide range of experiences not available in the traditional classroom setting.*

### LEARN MORE



MIDLAND PARK HIGH SCHOOL

New Jersey 12<sup>th</sup> Grade Option Packet  
[http://www.state.nj.us/education/cte/sle/resource\\_packet.pdf](http://www.state.nj.us/education/cte/sle/resource_packet.pdf)

Bergen County Community College  
<http://www.bergen.edu>

Montclair University  
[www.montclair.edu](http://www.montclair.edu)

William Paterson University  
[www.wpunj.edu](http://www.wpunj.edu)

<http://www.midlandparkschools.k12.nj.us/Domain/33>

## OPTION TWO

*Building bridges to the future*

## ACADEMIC PLANNING

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
P.E./Health	P.E./Health	P.E./Health	P.E./Health
Mathematics	Mathematics	Mathematics	Elective:
Science	Science	Science	Elective:
History	History	History	Elective:
World Language	Elective:	Elective:	Elective:
Elective:	Elective:	Elective:	Elective:

Along with the course listed in the chart above, students must have the following credit requirements and be enrolled in enough classes to achieve 126 credits to earn a diploma from Midland Park High School:

- 2.5 credits of financial literacy
- 5 credits of visual/performing arts
- 5 credits of practical arts

*Please keep in any potential future college programs as courses are selected*