

***MANCHESTER REGIONAL  
HIGH SCHOOL  
70 Church Street, Haledon, NJ 07508***

***FALCONS'  
COURSE GUIDE  
2018 – 2019***



**MANCHESTER REGIONAL HIGH SCHOOL**

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## **GRADUATION REQUIREMENTS**

For graduation, a minimum of 120 credits total are required, to include the following minimum credit requirements:

<b>Content Area</b>	<b>Minimum Credits Required</b>
Language Arts Literacy	20
Mathematics*	15
World History	5
US History	10
Science**	15
Physical/Health Education	20
World Languages***	5
Visual and Performing Arts****	5
Career Education/Consumer, Family, and Life Skills (Practical Arts)*****	5
Financial Literacy	2.5
Electives	17.5

\*Must successfully complete Algebra 1, Algebra 2, and Geometry.

\*\*Must successfully complete Physics, Chemistry and the Earth's Systems, and Biology.

\*\*\*Students can attain credits in World Languages by a demonstration of proficiency as defined by the State Department of Education and by the Manchester Regional High School Board of Education.

\*\*\*\*5 credits of VPA and 5 credits of Practical Arts, or 10 credits in one content area

Students must also meet the NJDOE's Graduation Requirements as detailed below.

Class of 2019 students can meet graduation assessment requirements through any of these three pathways:

- (1) Achieving passing scores on PARCC assessments;
- (2) Achieving certain scores on alternative assessments such as the SAT, ACT, ASVAB, or Accuplacer; or
- (3) The submission by the district of a student portfolio through the Department's portfolio appeals process.

Class of 2020 students can demonstrate graduation assessment proficiency through the same three pathways as those in the Classes of 2018 and 2019, provided that students in the Class of 2020 take and receive valid scores on all PARCC assessments associated with the high-school level courses in which they're enrolled.

Classes of 2021 and 2022 students will have only two pathways to meet the high school graduation assessments requirements:

- (1) Pass the ELA10 and Algebra 1 assessments; or
- (2) The submission by the district of a student portfolio through the Department's portfolio appeals process, assuming the student has taken all PARCC assessments associated with the high-school level courses for which they were eligible and receives valid scores.

## **PROMOTION**

All students are placed in a graduation cohort based on the number of credits they have earned and the successful completion of required courses; there is no automatic or social promotion.

For 10<sup>th</sup> grade status, a student must have earned a minimum of 30 credits.

For 11<sup>th</sup> grade status, a student must have earned a minimum of 60 credits.

For 12<sup>th</sup> grade status, a student must have earned a minimum of 90 credits.

## GRADING POLICY

The following grading scale will be enforced during the 2017-2018 school year:

<u>NUMERICAL GRADE</u>	<u>LETTER EQUIVALENT</u>	<u>GRADE EQUIVALENT</u>
98-100	A+	4.0
94-97	A	3.7
90-93	A-	3.4
88-89	B+	3.0
84-87	B	2.7
80-83	B-	2.4
78-79	C+	2.0
74-77	C	1.7
70-73	C-	1.4
65-69	D	1.0
0-64	F	0

### **A. Incomplete Grade**

A report card grade of Incomplete (INC) will be given when a student has not completed assigned work (writing assignments, projects, tests, quizzes, etc.) before the end of the marking period due to absenteeism or other extenuating circumstances. Incompletes are not given to students who simply do not complete assignments. Except in extraordinary circumstances, missing assignments are due within two weeks of the close of the previous marking period. Should the student fail to make up the incomplete work satisfactorily and in its entirety by **two weeks** after the close of marking periods 1, 2 or 3, the grades for missing work will convert to "0" and be averaged in with the student's other grades. **Incomplete grades will not be given for the fourth marking period.**

Criteria for giving a grade of Incomplete:

1. Student is making progress towards completing all missing work. Work must be turned in by dates set by the teacher.
2. Student makes a consistent effort to come for extra help to complete difficult assignments.
3. Students who miss work due to absences or suspensions must make a genuine effort to find out what work is missing and complete it in two weeks.

### **B. Final Average**

Final averages for full-year courses are calculated by averaging each marking period and the final exam at 20% each. Final averages for half-year and quarterly courses generally do not have a final exam; students can get this information from their classroom teachers.

### **C. No Credit**

A student who exceeds the number of absences (as identified in the Attendance Policy) for a given course may receive a grade of No Credit (NC). This grade is to be averaged with credits taken and is computed with zero quality points when calculating a student's GPA and rank. Teachers are to discuss all NC grades with their immediate supervisors.

### **D. Credit Recovery**

Any student who fails a subject may take the course in summer or night school, or online, for credit recovery.

### **E. Exam Exemptions**

Underclassmen may be exempt from final exams through the Renaissance program. Gold cardholders may be exempt from two exams, provided their year-to-date averages are at least 90. Silver cardholders may be exempt from one exam, provided their year-to-date average is at least 90.

Any senior with an average of 95 or better in any particular subject may be exempt from the final exam.

The Renaissance exemption may be in addition to the traditional senior exemption.

## COURSE WEIGHT

Every course offered at Manchester Regional High School has been assigned a “weight” based upon its level of difficulty and expected curricular outcomes. These weights are explained below.

Course Level	Weight	Description
Advanced Placement	1.25	College-level courses. Students may take the Advanced Placement exam upon the completion of the course. The exam will be at the expense of the Board of Education if a student has an A average.
Honors	1.15	These courses require considerable extra class preparation and curricular activities with intense focus on the skills of analysis, synthesis, evaluation, and research, as appropriate.
General	1.00	Preparation courses for post-secondary education, business, and careers. Students will be required to demonstrate mastery of core curriculum content standards and/or the common core state standards and the application of skills gained.

## HONORS AND ADVANCED PLACEMENT COURSE REQUIREMENTS

Qualified students are encouraged to enroll in Honors and Advanced Placement courses. Eligibility will depend on a variety of factors, including scores on standardized tests, grades, placement exams based on MRHS curricula, and teacher recommendations. Students who are not eligible based on the factors above may enroll in Honors or Advanced Placement courses only if both the student and the parent/guardian sign a waiver. All students enrolled in Honors and Advanced Placement courses must sign a contract and remain in the course for the academic year.

## GPA AND CLASS RANK

The primary purpose of class rank is to supply information to post-secondary institutions. Class rank is based upon the academic performance of each student in any given graduating class, in comparison with the rest of the cohort. The student with the highest cumulative GPA in a particular grade level is ranked number one in the class. The student with the second highest GPA is ranked number two, etc. It is possible for more than one student to share the same rank when they have identical GPAs. Any senior who has not been a student at MRHS for at least two years prior to the senior year is not eligible for valedictorian or salutatorian.

All subjects studied for credit toward graduation are included in determining a student’s grade point average and rank. One’s grade point average is the sum of the quality points earned divided by the total credits attempted. To determine the Quality Points (QP) earned in a given subject, multiply the Grade Equivalent (GE) times the Weight of Course times the Credits. For example:

COURSE	GRADE	GE		WEIGHT		CREDITS		QP
A.P. Biology	90	3.4	x	1.25	x	8.00	=	34.00
Honors U.S. History II	84	2.7	x	1.15	x	5.00	=	15.525
P.E. 3	88	3.0	x	1.00	x	3.75	=	11.25
Health 3	65	1.0	x	1.00	x	1.25	=	1.25
Honors Spanish 4	94	3.7	x	1.15	x	5.00	=	21.275
Algebra 2	74	1.7	x	1.00	x	5.00	=	8.50
English 3	78	2.0	x	1.00	x	5.00	=	10.00
Art 1	98	4.0	x	1.00	x	5.00	=	20.00
<b>TOTALS</b>						<b>38.00</b>		<b>121.80</b>

**121.80 Quality Points divided by 38.00 Credits = 3.205 GPA**

## **SPORTS ELIGIBILITY**

The New Jersey State Interscholastic Athletic Association (N.J.S.I.A.A.) has established academic eligibility requirements that students must meet before being permitted to join any sports team.

1. To be eligible for the Fall and Winter seasons, students in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade must have earned 30 credits during the previous school year. 9<sup>th</sup> graders are eligible immediately; there is no academic requirement for Fall and Winter sports.
2. To be eligible for the Spring season, all students must be currently earning 15 credits (based on 1<sup>st</sup> and 2<sup>nd</sup> Marking Periods).

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

## **ATTENDANCE, Policy # 5200**

### **A. Introduction**

1. Every child is required by state law to attend school regularly, "...during all the days and hours that the public schools are in session in the district" (Title 18A 38-26). In keeping with the intent of the Board policy and state mandates, students are encouraged to hold in high priority their attendance to class and are required to make up all work missed when absent. Limitations are set to ensure that the educational process is not significantly reduced in quality.
2. A well-planned course of study in any subject demands regular attendance on the student's part if he/she is to master the course content. The Board believes that poor mastery of school content is directly related to habitual absence from school and that students should not receive credit for class time missed when required class work is not made up.
3. Any student who is absent from class on any day must make up the work he/she has missed. This requirement is in effect regardless of the reason for absence. Attending class is necessary for earning course credit, because there is no adequate substitute for the interaction of teachers and students engaged in a productive task. But by itself attendance is no guarantee of success. The final determination about earning credit depends on the quality of the work performed, and the student's mastery of the course work.
4. Students returning from an absence must arrange a schedule to make up missed work. **The actual dates of making up the work will be at the discretion of the teacher. The Guidance Office needs a minimum of 3 days to honor requests for work to be sent home.**

### **B. Attendance Appeals**

1. All students have a maximum number of days to be absent from class (**18** day limit for a full-year course). If the maximum number of days is exceeded (see limits on the following pages), students may receive **NO CREDIT** (see page 5).
2. Appeals will only be considered under exceptional and extenuating circumstances (e.g. long-term illness).
3. **The student must begin the appeal process** with the submission of a completed Waiver Request Form to the student's guidance counselor. The necessary documentation must be included. The Waiver Request Review will be by the Attendance Appeals Committee (principal or assistant principal, counselors, nurse, and child study team member, when applicable). Their decision may be appealed to the superintendent and Board of Education.
4. Absences which will not count toward the loss of credit will include:
  - a. religious holidays as approved by the State Department of Education;
  - b. death in the immediate family (parents, grandparents, brothers, sisters, aunts, uncles – 5 calendar day maximum, in or out of the country);
  - c. professional appointments (e.g. college visitations, court appearances, road tests, etc.) which cannot be scheduled outside of school hours;

- d. attendance at school-sponsored functions, such as school trips, class meetings, choir/band performances, etc.;
  - e. Serious illness or injury (long-term) with written verification from a physician and submitted to the school nurse within two days (48 hours) of the student's return to school;
  - f. Out of school suspensions.
5. Note that:
- a. submitting makeup work is a requirement for passing, but not a guarantee; the makeup work must be well done; the rest of the student's work must be of high enough quality to justify awarding credit;
  - b. if a student loses credit in any given course due to absences, he/she will remain in class;
  - c. if the student's behavior in class interferes with the educational process, the student will be subjected to disciplinary penalties.
6. Absences, which will not be considered authorized, include:
- a. truancy;
  - b. cutting (this means all forms of selective absences from class, including leaving before the end of the school day and reporting to school after the end of a class period without a valid excuse). Cuts in any course will be counted as unauthorized absences, and will be punished as disciplinary infractions; five (5) cuts may result in a loss of credit;
  - c. trips/vacations during the school year.
7. All absences from school require:
- a. A parent/guardian to call school by 8:00 a.m. to inform the Attendance Office of the student's absence;
  - b. All excuse notes be received within 48 hours of the student's return to school; students will be charged with truancy if they return to school without a note.

### **C. Attendance Limitations**

- 1. A maximum of 18 days' absence is established for credit in full year courses.
- 2. A maximum of 14 days' absence is established for credit in physical education.
- 3. A maximum of 9 days' absence is established for credit in half-year courses.
- 4. A maximum of 5 days' absence established for credit in one-quarter courses.

### **D. Lateness to Class**

- 1. Every student is to report to class as quickly as possible. Teachers record lateness to class.
- 2. Any student who arrives later than 10 minutes will be admitted to class but informed he/she will receive a cut for the period. The teacher will submit the cut as a discipline referral to the attendance office. The disciplinarian will assign the appropriate discipline for the cut for the given period. The student will:
  - a. Remain in class and be involved in the learning process;
  - b. Face further disciplinary action if he/she is disruptive.

## **GUIDANCE DEPARTMENT**

The Manchester Regional High School Guidance Department offers services to students that complement the learning process. Upon entering high school, each student is assigned a counselor with whom that student will remain for her/his tenure at Manchester Regional High School.

At the high school level, the focus is on preparing students for post-secondary options. The common goal is for counselors to be partners in the educational process so that each student has the ability to make wise and rational decisions, develop potential, set realistic goals, and become a self-sustaining member of society.

Each student in grades 9, 10, and 11 meets with her/his counselor at a Scheduling Conference to plan the academic program for the following school year. If the parent/guardian wishes to be present at the Scheduling Conference, they may call 973-389-2830 to arrange a date and time.

## **PROGRAMMING AND CHANGES TO SCHEDULES**

The guidance counselors make every effort to give each student their elective choices, however, elective choices cannot be guaranteed. Graduation requirements and core courses are the scheduling priority. Students have the opportunity to review their tentative schedules with their counselor before the beginning of the new school year. **After October 15, only changes necessitated by previous failures and/or the completion of summer school and/or night school courses will be accepted.**

## **SUMMER SCHOOL, NIGHT SCHOOL, AND ONLINE CREDIT RECOVERY/ADVANCEMENT**

Summer and Night School programs are available at nearby locations, or online, on a fee basis. Students who have failed courses during the school year may take review courses to make up credit lost. In some cases, courses can also be taken as advancement options (new courses never taken before). Contact the Guidance Department at 973-389-2830 for further information.

## **SAMPLE NON-ACADEMY PROGRAMS (COURSE SELECTIONS)**

### **9<sup>th</sup>**

English 1  
Algebra 1  
Physics  
World History  
Physical Education/Health 1  
Foreign Language  
Elective  
Elective

### **10<sup>th</sup>**

English 2  
Algebra 2  
Chemistry and the Earth's Systems  
U.S. History 1  
Physical Education/Health 2  
Financial Literacy and PSAT Prep  
Foreign Language  
Elective

### **11<sup>th</sup>**

English 3  
Geometry  
Biology  
U.S. History 2  
Physical Education/Health 3  
Foreign Language  
SAT Prep  
Elective

### **12<sup>th</sup>**

English 4  
Math Elective  
Science Elective  
Physical Education/Health 4  
Foreign Language  
Elective  
Elective  
Elective

Seniors on Work-Study Programs are excused from school early. Seniors not needing a full day of classes for graduation may be granted permission by his or her guidance counselor AND the parent/guardian to have an abbreviated schedule.

## ACADEMIES

Manchester Regional High School is pleased to announce the development of six new Academy Programs to further enhance the Manchester educational experience. Each academy provides a demanding and rich academic experience in each of the focused areas of study, and students will gain valuable career-related experiences. Students who successfully complete a four year Academy program will receive endorsements with their diplomas. Students must apply for the Academy by meeting with their counselors.

### Business

The Academy of Business at Manchester Regional High School is a learning community that focuses on providing a content-rich foundation for students interested in the business and money management industries. Our four-year program provides college preparatory curriculum that incorporates business elective courses at each grade level. Students can choose from a Financial Accounting or Marketing option. Courses required for this endorsement include:

- Introduction to Business (required)
- Microsoft Office (required)

Selection of Financial Accounting or Marketing classes)

- Personal Money Management (Financial Accounting option)
- Accounting 1 (Financial Accounting option)
- Accounting 2 (Financial Accounting option)
- Sales & Advertising (Marketing option)
- Sports & Entertainment Marketing (Marketing option)
- Marketing Education (Marketing option)

### Communication Arts

The Academy of Communication Arts at Manchester Regional High School provides students with a track of coursework that will allow them to dive head-first into the world of broadcast communications. Students in this Academy will gain industry experience as they will continuously produce content for MRHS-TV, our own television station that can be viewed on channel 77 in many homes within Haledon, North Haledon, and Prospect Park. In addition to the content produced in our television station, students will also work as part of a news team that provides a daily news program for Manchester students each morning. If you are interested in producing media content, whether in front of the camera, behind the scenes with technology, or by writing and preparing news and journalistic copy, then this Academy provides you with an opportunity to gain tremendous experience. Courses required for this endorsement include:

- Journalism 1
- Journalism 2
- TV & Video 1
- TV & Video 2
- TV & Video 3

## Honors

In the Honors Academy at Manchester Regional High School, students partake in a learning community that dedicates itself to high levels of academic achievement. The students in this cohort immerse themselves in a rigorous yet engaging frame of coursework that seeks to assuredly prepare them for success at the collegiate level. A tremendous advantage of this Academy is that students enrolled in the program have the potential of earning as many as 39 college credits by taking and passing Advanced Placement exams as well as the available dual-enrollment credits through Passaic County Community College, which are accepted at New Jersey colleges and universities including Rutgers, The College of New Jersey, Montclair State, and William Paterson, as well as some out-of-state institutions. Many Manchester Alumni have entered their first year of college with sophomore college status. The demanding and engaging AP and Honors courses have helped Manchester students get accepted to and attend Ivy League colleges, and we are excited to build upon this level of excellence. This is a great program of study for motivated students with a strong work ethic. Courses offered for this endorsement include:

- Honors English 1 and 2
- Composition 1 and 2 (PCCC dual-enrollment credits, if eligible)
- AP English Language and/or AP English Literature
- Honors Geometry
- Honors Algebra 2
- Honors Algebra 1
- AP Statistics (PCCC dual-enrollment credits, if eligible)
- Honors Pre-Calculus (PCCC dual-enrollment credits, if eligible)
- AP Calculus
- Honors World Cultures
- Honors US1 and US2 History
- AP US Government and Politics
- AP US History
- Honors Biology
- Honors Chemistry
- Honors Physics
- AP Biology
- French or Spanish 2
- Honors French or Spanish 3, 4, and 5 (French offers PCCC dual-enrollment credits)
- Sociology (PCCC dual-enrollment credits)
- Criminal Justice (PCCC dual-enrollment credits)

### Medical Sciences

The Academy of Medical Sciences at Manchester Regional High School provides a course track that introduces students to the wonderful science of the human body while also allowing students to gain real world medical care experience. The coursework in this Academy prepares students who are contemplating careers as physicians, nurses, scientists, and/or researchers. In addition to the impressive and challenging coursework, students are given the opportunity to gain experience as nurse aides at local medical facilities. This is a great Academy for all students who are excited about preparing for higher education, and it will be especially wise for future biology, chemistry, and other science majors to be part of this Academy. Courses required for this endorsement include:

- Honors Biology
- Honors Chemistry and the Earth's Systems
- Anatomy & Physiology
- Medical Science 1
- Medical Science 2
- AP Biology (optional elective)

### Technology

The Academy of Technology at Manchester Regional High School allows students to develop a firm understanding of the fundamentals of various in-demand technologies. Students in this Academy develop and maintain websites, create media, edit media, and dive deeply into the varied and intricate aspects of computer-based graphic design. Additionally, the Academy of Technology allows students the opportunity to produce content for our local TV station, MRHS-TV (Channel 77), and our daily morning news broadcast. The teachers in this Academy created a program that blends the science of technology with the artistry of imagination, which has resulted in a comprehensive, engaging, and entertaining program of study. The requirement for the academy of Technology is 5 courses in 4 years. 1 course must be consecutive. Courses offered for this endorsement include:

- Intro to Computer Engineering
- Cisco 1
- Cisco 2
- Digital Photography
- Google 101
- PC Graphics 1
- PC Graphics 2
- PC Graphics 3
- PC Graphics 4
- TV & Video 1
- TV & Video 2
- TV & Video 3
- TV & Video 4

## Visual and Performing Arts

The Academy of Visual and Performing Arts at Manchester Regional High School advances Manchester's rich history of dedication to the performing and visual arts through comprehensive coursework intended to develop students' theatrical, vocal, instrumental, technological, and creative arts skills. The instructors within this academy focus on both the academic and artistic aspects of their respective fields of study so that students are knowledgeable regarding all aspects of these artistic doctrines. Additionally, students will have the opportunity to perform in theatrical productions, vocal performances, produce MRHS-TV content, design theatrical sets, and display their work in artistic showcases. Students can choose from a Performing Arts focus or a Visual Arts focus. Within the field of Visual Arts, Fine and Graphic Arts options are available. Courses offered for these endorsements are:

### Visual Arts (Fine Arts Option or Graphics Arts Option)

- Materials & Design 1 (required)
- Materials & Design 2 (Fine Arts option)
- Art 1 (required)
- Art 2 (Fine Arts option)
- Art 3 (Fine Arts option)
- Digital Photography (Graphic Arts option)
- PC Graphics 1 (Graphic Arts option)
- PC Graphics 2 (Graphic Arts option)
- PC Graphics 3 (Graphic Arts option)

### Performing Arts (5 courses in 4 years)

- Dramatic Arts
- Beginning Band
- Beginning Band, Keyboard
- Beginning Band, Percussion
- Band
- General Chorus
- Concert Choir
- Music Theory

## **COURSE DESCRIPTIONS**

### **FINE AND APPLIED ART**

#### **ADVANCED ART (PRE-REQUISITE: ART 2)**

*Grades 11-12, Credits 5.00*

Students entering the Advanced Art level will continue to gain experiences and exposure to additional media in art. Included in this course is advanced sculpture, advanced painting, advanced design, portfolio preparation, when applicable, and independent study. The purpose of this course is to encourage a stronger interest in the aesthetic area, provide more individualization to meet the needs of each student as well as the group, and offer developmental learning process through critiques and hands on experiences.

#### **ART 1**

*Grades 9-12, Credits 5.00*

Art 1 is an introductory course in art design, fundamentals of drawing, color analysis, painting and sculpture. Emphasis is placed on "hands on" projects as well as the aesthetics and criticism of art. Included in this course is a brief overview of art history. The purpose of this course is to encourage the enjoyment of creating art, working with a variety of media, as well as gaining the skills and knowledge in this subject area.

#### **ART 2 (PRE-REQUISITE: ART 1)**

*Grades 10-12, Credits 5.00*

Art 2 continues a student's exploration with broader areas of art. The purpose of this course is to reinforce the basic concepts introduced in Art 1 and develop new media avenues of creative expression. Included will be an introduction to portfolio preparation, commercial values of art, and careers available in the various arts.

#### **MATERIALS & DESIGN 1**

*Grades 9-12, Credits 5.00*

Material & Design 1 is designed for those students who gain satisfaction and pleasure working to create products that are both utilitarian and decorative in concept and design. Material & Design 1 is recommended for students who desire a career in art or an art related field, or simply for personal pleasure. The areas covered in this class are: design, ceramics, printing, metals and textiles.

#### **MATERIALS & DESIGN 2 (PRE-REQUISITE: MATERIALS & DESIGN 1)**

*Grades 10-12, Credits 5.00*

Material & Design 2 is designed to expand the student's exposure to various materials in crafts and in the design field. Students will be provided with an opportunity to gain additional in-depth experiences in areas previously explored and to add new areas of discovery to their experiences.

## **BUSINESS**

### **ACCOUNTING 1**

*Grades 9-12, Credits 5.00*

Accounting 1 is a skill-based course of value to all students pursuing a strong background in business, marketing, and management. This course includes planned learning experiences that develop initial and basic skills used in systematical classifying, recording, verifying, and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Accounting computer applications will be integrated throughout the course where applicable.

### **ACCOUNTING 2 (PRE-REQUISITE: ACCOUNTING 1)**

*Grades 10-12, Credits 5.00*

Accounting 2 is designed to enhance skills learned in Accounting 1 by including special realistic business projects and simulations. This class is available to students desiring to further develop their accounting skills as applied to partnership and corporations.

### **INTRODUCTION TO BUSINESS**

*Grades 9-12, Credits 5.00*

An introductory course planned to introduce students to the functions and role of business in our economic system as well as to prepare students for a more meaningful and beneficial interaction with business as citizens and consumers. Basic methods and record keeping procedures of a business are emphasized as well as the role of the computer in carrying out the various aspects of a business. The class will touch on 5 distinct areas of business, including finance, management, marketing, advertising, and accounting.

### **MARKETING EDUCATION**

*Grade 12, Credits 5.00*

Marketing Education covers promotion, pricing, product planning, marketing management, and “marketing yourself”. In addition, the course will provide strategies for communication with customers, employers and co-workers and entrepreneurship as it relates to the current marketplace.

### **MICROSOFT OFFICE**

*Grades 9-12, Credits 2.50*

Students will become proficient in the most recent version of the Microsoft Office package in this half-year course, which is the entry requirement for the Business Academy. This course will help prepare students for an entry-level job in the business world, and/or prepare them for college by giving them experience with these commonly used programs. Included in the package are the following programs: Microsoft Word, Excel, and PowerPoint. Throughout the course, the implementation and combining of all Microsoft programs will help students produce creative and innovative projects.

## **PERSONAL MONEY MANAGEMENT**

*Grades 9-12, Credits 2.50*

Personal Money Management is a half-year course that includes the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact the self, the family, and the local and global communities. Seven specific strands are addressed and taught throughout the curriculum. These strands include: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; civic financial responsibility; insuring and protecting. Student's individual learning styles and abilities are addressed through differentiated instruction as well as through different modalities of learning including the infusion of technology into daily lessons. Upon completion and passing of this course students will earn 2.5 credits and fulfill the Personal Financial Literacy graduation requirement.

## **SALES & ADVERTISING**

*Grades 9-12, Credits 5.00*

The purpose of this course is to introduce the student to many skills needed to function in the business and advertising world as both a consumer and as a potential businessperson. He/she will develop an understanding of our business system and the economic setting in which it functions. The student will also learn how to reach potential consumers through many types of advertising and how it has rapidly expanded in the past 20 years. The student will see how the connection between sales and advertising works through the eyes of the businessperson and consumer.

## **SCHOOL TO WORK FIELD EXPERIENCE AND INTERNSHIPS**

*Grade 12, Credits 5.00 or 10.00*

School to Work Field Experience and Internships are designed to give students an opportunity to work or volunteer in the community while attending high school. The students will attend regular classes as needed to satisfy graduation requirements, and are supervised on-the-job either in the early morning or in the late afternoon. Students combine both academic and business experiences to gain perspective in career planning.

## **SPORTS & ENTERTAINMENT MARKETING**

*Grade 10-12, Credits 5.00*

Sports and Entertainment Marketing is a course that is designed for students interested in sports, entertainment and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotions; safety and security; and human relations. The industry is all around us; not just in ballparks and theaters, but at schools, on television and radio, in stores, and on the Internet.

## ENGLISH

### **THEATRE ARTS**

*Grades 9-12, Credits 5.00*

Theatre Arts is an introductory course designed to give students an insight into the world of acting. Students will learn techniques used by the professionals including: monologues, improvisation, the audition process, script acting, scene work, commercial acting and public speaking. This course will also give students an opportunity to look into the lives of the actors and teachers that have left their mark.

### **ENGLISH AS A SECOND LANGUAGE (ESL) - BEGINNING, INTERMEDIATE AND ADVANCED**

*Grades 9 -12, Credits 5.00*

In the English as a Second Language Program, the teacher provides individualized and group instruction with the aim of strengthening each student's basic communication skills and improving his/her performance in content area classrooms. Instruction incorporates listening, speaking, reading and writing. Each student has an Individual Student Improvement Plan that contains daily work, tests, parent communication, etc.

### **ENGLISH 1**

*Grade 9, Credits 5.00*

The ninth grade English I course teaches the detailed process of literary analysis, including: annotating texts, creating claims, finding and using textual evidence, proper MLA formatting, and incorporating outside sources into writing. Students use critical thinking and problem solving to understand texts of different genres: fiction, non-fiction, drama, and poetry; and to strengthen their ability to express themselves effectively through expository, argumentative, and creative writing. All students engage in research activities that include written, oral, and multimedia presentations. Vocabulary building, grammar, and the development of paragraphs and short expository essays are also emphasized. Chromebooks and Google Classroom apps are used to teach 21st Century skills needed to succeed in college and careers.

### **HONORS ENGLISH 1**

*Grade 9, Credits 5.00*

**Prerequisites: "B+" or higher in 8th grade ELA, teacher recommendation and completion of summer assignments**

The ninth grade Honors English 1 course teaches students to relate the immediate world and themselves to those experiences described in literature. Beginning with the detailed process of literary analysis, including: annotating texts, creating claims, finding and using textual evidence, proper MLA formatting, and incorporating outside sources into their writing, students are taught "how to think". Poetry, short stories, novels, memoirs, and non-fiction texts are used for teaching creative literacy, which in turn, promotes critical thinking skills. Students are required to complete multimedia presentations, public speaking activities, and extensive writing projects to further advance their verbal and written communication skills. Chromebooks and Google Classroom apps are used to teach the 21st Century skills needed to succeed in college and careers. A Summer Reading Assignment is given and failure to complete it will result in dismissal from the course.

### **ENGLISH 2**

*Grade 10, Credits 5.00*

The tenth grade English coursework continues to augment the anchor standard skills taught in English 1 and is designed around universal themes and essential questions. Students use critical thinking and problem solving to understand texts of different genres: fiction, non-fiction, drama, and poetry; and to strengthen their ability to express themselves effectively through expository, argumentative, and creative writing. Students will continue to develop literary analysis skills and incorporate textual evidence into their writing to strengthen their ideas and discussions. Chromebooks and Google Classroom apps are used to teach 21st Century skills needed to succeed in college and careers.

## **HONORS ENGLISH 2**

*Grade 10, Credits 5.00*

**Prerequisites: “B+” or higher in Honors English 1 or English 1, teacher recommendation and completion of summer assignments**

This accelerated course will introduce students to the in-depth study of literature in all the major genres (short story, novel, non-fiction, poetry and drama) as well as selections from the American colonial and revolutionary periods through the 20<sup>th</sup> Century. Other units of study include vocabulary development, which stresses the study of synonyms, antonyms, and analogies, and writing improvement, which stresses the writing process and culminates with preparation of a research paper. Chromebooks and Google Classroom apps are used to teach 21st Century skills needed to succeed in college and careers. Failure to complete all of the Summer Reading Assignments results in dismissal from the course.

## **ENGLISH 3**

*Grade 11, Credits 5.00*

The eleventh grade English course explores the emergence of individualism and identity throughout history through the study of literature. Through the use of fictional and nonfictional/informational texts, students will examine themes such as the immigrant experience, western expansion, the women’s rights movement, and the civil rights movement. Students will analyze works by a variety of literary masters, from Shakespeare to Khaled Hosseini, as they continue to augment anchor standards skills through the study of literature. Chromebooks and Google Classroom apps are used to teach 21st Century skills needed to succeed in college and careers.

## **COMPOSITION 1 & 2**

*Grade 11, Credits 5.00*

**Prerequisites: “B+” or higher in Honors English 2 or English 2, teacher recommendation and completion of summer assignments**

This writing intensive course will prepare students for college level writing and research. A variety of challenging reading assignments, fiction and nonfiction, historic and contemporary, comprise the required reading. It incorporates continued refinement of communication skills with emphasis on process writing and literature-based writing assignments, oral presentations and class discussions. The students will write at least two major research papers during the school year. Failure to complete all of the Summer Reading Assignments results in dismissal from the course. Students can earn up to 6 college credits through PCCC. *Please note students are not required to take this class for college credit, and all students will receive regular marking period grades. This course is weighted as an honors class.*

## **ENGLISH 4**

*Grade 12, Credits 5.00*

The twelfth grade English course is intended to provide students with a broader scope of the world so that they will be best prepared for college and career readiness. The literature studied will be a blend of fiction and informational texts that will incorporate classical texts as well as modern works. Critical thinking, research, writing and technology skills are reinforced through literature-based activities and practical applications related to college and/or work. Chromebooks and Google Classroom apps are used to teach 21st Century skills needed to succeed in college and careers.

## **SENIOR SYMPOSIUM**

*Grade 12, Credits 5.00*

In lieu of the traditional English 4 course, seniors can elect to take this versatile course that offers a study of literature based on group consensus. While the same curricular standards are followed, the material is adjusted to capitalize on students' interests. In preparation for the rigors of the college classroom, students will take some responsibility for the selection and discussion of texts. Genres that might be studied include Literature of the Oppressed, Modern Classics, NJ Literature, Holocaust Literature, Gothic/Horror, Sci-Fi/Fantasy, Ancient Literature, and Drama.

## **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**

*Grade 12, Credits 5.00*

**Prerequisites: "B+" or higher in Composition 1&2 or English 3, teacher recommendation and completion of summer assignments**

Advanced Placement Language and Composition is a full-year course, exploring language and composition at the college-level. In a seminar atmosphere, students will cultivate the reading and writing skills needed for college success and for intellectually responsible civic engagement. Students will become curious, critical, and responsive readers of diverse texts, as well as become flexible, reflective writers of texts addressed to diverse audiences for a variety of purposes. Students will expand their understanding of written language and its rhetorical functions through rigorous practice of its genres, including but not limited to such formal and informal genres as memos, letters, political satires, and research reports. Students concentrate on improving their writing skills; special emphasis is placed on structure, analysis, evaluation and synthesis. Failure to complete all of the Summer Reading Assignments results in dismissal from the course. Students are invited to take the AP Exam in the spring and the Board of Education will pay the fee for any student who maintains an A average.

## **ADVANCED PLACEMENT LITERATURE**

*Grade 12, Credits 5.00*

**Prerequisites: "B+" or higher in Composition 1&2 or English 3, teacher recommendation and completion of summer assignments**

Advanced Placement English Literature and Composition is a full-year course, exploring literature and composition at the college-level, following the guidelines of the College Board's AP English Course Description. The course engages students in the careful and critical analysis of imaginative literature, from Aristophanes to Burgess and Shakespeare to Frost. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure to their audiences. As they read, students consider a work's structure, style and themes, as well as smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Students concentrate on improving their writing skills; special emphasis is placed on structure, analysis, evaluation and synthesis. Further, student writing will be works-in-progress, under constant scrutiny and evaluation of the writer, his/her peers, and the instructor. Failure to complete all of the Summer Reading Assignments results in dismissal from the course. Students are invited to take the AP Exam in the spring and the Board of Education will pay the fee for any student who maintains an A average.

## **JOURNALISM 1**

*Grades 9-12, Credits 5.00*

Journalism is a full-year course that is divided into the following interrelated and integrated units: Introduction to Journalism, Writing the News, Beyond Page One, Gathering News, and Newspaper and Community. The purpose of this course is for students to explore the various elements that constitute "good" journalism. Students will improve their writing and will hone interviewing and research skills. Further, students will produce the school newspaper as part of the class requirements.

## **JOURNALISM 2**

*Grades 10-12, Credits 1.25-5.00*

### **Prerequisite: Journalism 1**

This course is a continuation of the Journalism 1 course. Students in Journalism 2 will focus on improving their skills as writers and reporters, while developing their skills as publishers, project managers, and leaders. They will focus more on the research and analysis stages of reporting by composing investigative, trend, interpretive, and analytical articles. These students will be the Lead Editors of the student newspaper, and will be responsible for creating schedules and deadlines for article submissions, revision, and publication. They will also make all layout and stylistic decisions for each issue.

## **PSAT LAL PREP/SAT LAL PREP**

*Grade 10, Credits 1.25/Grades 11-12, Credits 2.5*

PSAT LAL Preparation is a quarter-year course, and SAT LAL PREP is a half-year course. They are divided into the following interrelated and integrated units: Overview of the Test, Vocabulary Workshop, Reading, Writing, Grammar and Usage. The purpose of these courses is to practice strategies and skills to increase achievement on the Preliminary Scholastic Aptitude Test (PSAT) and the Scholastic Aptitude Test (SAT). Activities will include building a larger vocabulary, building test-taking skills, practicing test-taking strategies, and improving critical reading analyses.

# MATHEMATICS

## **ALGEBRA 1**

*Grades 9-10, Credits 5.00*

The four basic operations will be applied to integers, monomials, polynomials, rational and irrational expressions, and will be used to find solutions to one and two variable equations as well as verbal problems. Polynomial expressions and second-degree equations will be thoroughly covered. The coordinate plane, linear equations in two variables and systems of two linear equations will be heavily emphasized. The first unit in this curriculum is the basis of Algebra I and a review of learning in 8th grade math. Given the need to reconcile different 8th grade curricula, this unit is extensive. Teachers will formatively assess student understanding prior to this unit, and will plan to focus on areas in need of attention. Teachers will also pace assessments throughout this unit as appropriate to student readiness.

## **ALGEBRA I HONORS (PRE-REQUISITE: 8th GRADE PRE-ALGEBRA, TEACHER RECOMMENDATION, AND PLACEMENT EXAM)**

*Grades 9, Credits 5.00*

Algebra 1 Honors is designed to give students the requisite skills for all future mathematics courses and honors track math program through real-world problem-solving. Students will explore writing, solving and graphing linear equations and inequalities, powers and exponents, quadratic equations, polynomials, factoring, probability, and statistics. The four basic operations will be applied to integers, monomials, polynomials, rational and irrational expressions, and will be used to find solutions to one and two variable equations as well as verbal problems. Polynomial expressions and second-degree equations will be thoroughly covered. The coordinate plane, linear equations in two variables and systems of two linear equations will be heavily emphasized.

## **ALGEBRA 2 (PRE-REQUISITE: “B+” OR HIGHER IN ALGEBRA 1)**

*Grades 10-12, Credits 5.00*

This course extends the knowledge, skills and understanding developed in Algebra 1. The state standards and the eight Standards of Mathematical Practices drive this curriculum. Students will extend their knowledge of algebraic and statistical concepts by analyzing various relationships. Specifically, learners will study inverses and new function families: polynomial, rational, radical, exponential, logarithmic, and trigonometric. Students will also spend a significant portion of the year deepening their knowledge of probability and statistics. All levels of this course will study the aforementioned topics at a different pace; honors students will study at a higher depth of knowledge. New topics include a study of the conic sections, quadratic functions and relations, the quadratic formula, properties of other special functions, solving-graphing-analyzing exponential functions, matrices and determinants, theory of logarithms, and complex numbers.

## **HONORS ALGEBRA 2 (PRE-REQUISITE: “B+” OR HIGHER IN HONORS ALGEBRA I, TEACHER RECOMMENDATION, AND PLACEMENT EXAM)**

*Grades 10-11, Credits 5.00*

This accelerated course is rigorous and challenging. It provides the student with the understanding and confidence necessary for success with higher mathematics. All the material of the regular Algebra 2 course and additional concepts will be developed including the binomial expansion and formula, matrices and determinants, logic, higher degree functions, abstract algebra and field axioms. The state standards and the eight Standards of Mathematical Practices drive this curriculum. Students will extend their knowledge of algebraic and statistical concepts by analyzing various relationships. Specifically, learners will study inverses and new function families: polynomial, rational, radical, exponential, logarithmic, and trigonometric. Students will also spend a significant portion of the year deepening their knowledge of probability and statistics.

**GEOMETRY (PRE-REQUISITE: “B+” OR HIGHER IN ALGEBRA 1 OR HONORS ALGEBRA 1)**

*Grades 10-11, Credits 5.00*

This is a rigorous study of modern Euclidean Geometry presented as a mathematical system founded on definitions, axioms and postulates used in proving and applying theorems. The course will include congruence, similarity, polygons, circles, coordinate geometry and exploration of solid geometry. These courses will formalize and extend students’ geometric experiences from the middle grades. The courses are driven by the state standards and apply the eight Mathematical Practices. Students will explore more complex geometric situations and deepen their explanations of geometric relationships moving toward formal mathematical arguments.

**HONORS GEOMETRY (PRE-REQUISITE: “B+” OR HIGHER IN HONORS ALGEBRA 1, PLACEMENT EXAM, AND TEACHER RECOMMENDATION)**

*Grades 9-11, Credits 5.00*

This accelerated course is for students who have demonstrated an exceptional ability in math. Emphasis is placed on geometry as a logical structure and on sustaining conclusions. Two and three-dimensional situations are studied. Analytic geometry will be integrated into the course and certain non-Euclidean geometries will be investigated. These courses will formalize and extend students’ geometric experiences from the middle grades. The courses are driven by the state standards and apply the eight Mathematical Practices. Students will explore more complex geometric situations and deepen their explanations of geometric relationships moving toward formal mathematical arguments.

**PRE-CALCULUS (PRE-REQUISITE: ALGEBRA 2 OR HONORS , GEOMETRY HONORS)**

*Grades 11-12, Credits 5.00*

Basic principles from the disciplines of trigonometry and analytic and solid geometry are introduced and developed. Included among those principles are trigonometric ratios and equations, solutions of triangle radian measure, graphing of conic sections, and areas and volumes of geometric solids. The skills involved are useful in careers such as architecture, engineering, advanced sciences and a variety of math related fields.

**HONORS PRE-CALCULUS (PRE-REQUISITE: “B+” OR HIGHER IN ALGEBRA 2 AND TEACHER RECOMMENDATION)**

*Grades 11–12, Credits 5.00*

This course is intended for students with above average interest and ability in math. This course starts with a review on the fundamental concepts of algebra. Students focus on all aspects of functions studying, in detail, linear and quadratic functions, their graphs, transformations, combinations and inverses, when defined. Functions used in mathematical analysis are investigated: polynomial, rational, exponential, and logarithmic functions. Trigonometry is introduced as a function and other analytic trigonometric topics are discussed such as trigonometric identities, sum/difference, double-angle/half-angle, and product-to-sum/sum-to-product formulas. Part of the course emphasizes analytic geometry topics on conic sections: the ellipse, hyperbola and parabola. College credit may be earned through Passaic County Community College for this course.

**CALCULUS (PRE-REQUISITE: PRE-CALCULUS OR HONORS PRE-CALCULUS)**

*Grade 12, Credits 5.00*

Calculus provides a rigorous and robust curriculum that prepares students for future work or studies in mathematics. Students taking Calculus will use knowledge gained from all previous years of math to aid in the understanding of key course concepts. Students will be asked to complete work with emphasis on geometric, graphic, numerical, verbal, and visual techniques and understanding. Core ideas include derivatives, integrals, limits, approximations, applications, and modeling. Technology will be used regularly, including daily use of the TI-84 graphing calculator. All curriculum materials are the same as AP calculus, but are spread throughout the entire school year.

**STATISTICS AND PROBABILITY (PRE-REQUISITE: “B+” OR HIGHER IN PRECALCULUS OR PRECALCULUS HONORS, TEACHER RECOMMENDATION, AND COMPLETION OF SUMMER ASSIGNMENTS)**

*Grades 11–12, Credits 5.00*

In this course, students will learn the concepts that serve as the foundation for the study of probability and statistics. Students will see how fields outside of mathematics use statistics to analyze and interpret data to make informed decisions. With the assistance of technology such as the TI83/84 graphing calculator, they will apply these concepts to critically analyze and synthesize information. This course mirrors that of a college level introductory statistics course. The curriculum includes four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

**ADVANCED PLACEMENT STATISTICS (PRE-REQUISITE: “B+” OR HIGHER IN HONORS PRE-CALCULUS, TEACHER RECOMMENDATION, AND COMPLETION OF SUMMER ASSIGNMENTS)**

*Grades 11–12, Credits 5.00*

The AP Statistics course centers on four broad topics: data exploration, sampling & experimentation, probability, and statistical inference. Emphasis is given on the generation, production and analysis of data whereby students learn the concepts and tools of statistics in much the same way as practiced by professionals. Students learn to use the statistical functions in a graphing calculator as well as use and interpret results from statistical software. They are required to prepare a project that will demonstrate the actual practice of statistics in real-world situations, and take the AP Statistics Exam by May. Credit may be earned through Passaic County Community College for this course. Students are invited to take the AP Exam in the spring and the Board of Education will pay the fee for any student who maintains an “A” average.

**ADVANCED PLACEMENT CALCULUS AB (PRE-REQUISITE: “B+” OR HIGHER IN PRE-CALCULUS, TEACHER RECOMMENDATION, AND COMPLETION OF SUMMER ASSIGNMENTS)**

*Grade 12, Credits 5.00*

Students taking AP Calculus will be challenged to use knowledge gained from all previous years of math to aid in the understanding of key course concepts. Students will be asked to complete work with emphasis on geometric, graphic, numerical, verbal, and visual techniques and understanding. Core ideas include derivatives, integrals, limits, approximations, applications and modeling. Technology will be used regularly, including daily use of the TI-84 graphing calculator. Students are invited to take the AP Exam in the spring and the Board of Education will pay the fee for any student who maintains an “A” average.

**PSAT MATH PREP/SAT MATH PREP**

*Grade 10, Credits 1.25/Grades 11-12, Credits 2.5*

PSAT Math Preparation is a quarter-year course which is paired with PSAT LAL Prep, and SAT Math PREP is a half-year course which is paired with SAT LAL Prep. The three sections’ formats, answer keys and grading methods are reviewed. Math problems from SAT preparation workbooks and websites are used to practice the variety of Numerical Operations, Algebra, basic Geometry and basic Statistics standards.

**FINANCIAL LITERACY**

*Grade 10-12, Credits 2.5*

This mandatory half-year course offers the student an opportunity to learn life-long skills that are necessary in order to function in our society. The units to be covered include the following topics: understanding income, money management, financial security and risk, spending and credit, saving and investing. Students will learn how to maintain a checking account, a savings account, and invest in stocks.

## MUSIC

### **BAND (PRE-REQUISITE: BEGINNING BAND AND/OR AUDITION/TEACHER RECOMMENDATION)**

*Grades 9-12, Credits 5.00*

The goal of the Band Program is to provide each student with a well-rounded musical education. This education focuses on building a solid foundation of musical knowledge upon which successful performances are built. In addition to providing a quality music education, the Band Program also recognizes the need to educate the whole child. By participating as a member of the band, each student will develop the character skills needed to attain his/her own personal best. Participation in performances is a requirement of this course.

### **BEGINNING BAND**

*Grades 9-11, Credits 5.00*

Beginning Band is designed to introduce aspiring musicians to the rehearsal and performance requirements of a high school band. This course is open to any student who has an interest in developing the ability to play a musical instrument. An emphasis of instruction will be on reading and comprehending standard notation as well as improving performance techniques. Participation in performances is a requirement of this course.

### **BEGINNING BAND – KEYBOARD**

*Grades 9-11, Credits 5.00*

Piano and Electronic Keyboard is based on the New Jersey Standards for High School Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions. This course is for students with little or no experience on piano.

### **BEGINNING BAND – PERCUSSION**

*Grades 9-11, Credits 5.00*

Beginning Band Percussion is designed for students who are interested in exploring concert percussion instruments. The course will focus on care of all instruments, correct posture, carriage of mallets and sticks, basic tone production, and rudiments. Students will study basic music theory and note reading, and will have the opportunity to experience playing keyboard, battery (drums), and auxiliary percussion instruments.

### **CONCERT CHOIR (PRE-REQUISITE: AUDITION AND TEACHER APPROVAL)**

*Grades 9-12, Credits 5.00*

The basics of music fundamentals, advanced vocal technique, advanced harmonies (3 to 4 parts) will be covered. Exposure to a wider scope of choral literature will broaden student knowledge. Character education will be achieved through the team-building exercises like school concerts and community events.

### **GENERAL CHORUS**

*Grades 9-12, Credits 5.00*

Chorus is open to all students since no previous training is required. The course focus is on basic voice training, ear training, music fundamentals and music literature. Performance in concerts will depend on the level of vocal ability at the director's discretion. Character education will be achieved through the team-building exercises of school concerts and community events. The purpose of the course is to increase the ability of each student with regard to voice quality as well as the ability to lead and sing his/her part in a harmonic setting.

## **INSTRUMENTAL MUSIC LESSONS**

*Grades 9-11, Credits 1.00-5.00*

Students in Manchester Regional High School have the opportunity to enroll in instrumental music lessons. Studies show that students who participate in instrumental music are both more engaged in school and perform better on standardized tests. They also display more self-confidence, are better able to express their ideas, and possess better memory skills than those who do not participate in music. This is a once-a-week pull-out program, generally aligned with a study hall for the remainder of the students' week.

## **MUSIC THEORY**

*Grades 9-11, Credits 5.00*

Music Theory and Appreciation is a course designed to give students a comprehensive look at music from ancient Greek civilization through hip hop music of today. This course is open to all students, regardless of their past musical background. The goal of Music Theory and Appreciation is to help students understand the fundamentals of music and how the music of today is linked to the past. The course will begin with a review of music elements to provide a basic foundation for discussion. The first half of the course centers on the history of Western music, beginning with the music of the ancient Greeks and ending with current classical music. The second half of the course examines various types of popular music of the 20th century including jazz, rock and roll and pop. Music Theory and Appreciation is a full year course that meets every day.

## **PHYSICAL EDUCATION AND HEALTH**

Each year all students are scheduled for Health and Physical Education. Throughout the course of the year, each student is enrolled in a Health course for one marking period and Physical Education for three marking periods.

### **PHYSICAL EDUCATION**

*Grades 9 -12, Credits 3.75*

These courses will introduce each student to a variety of activities in order to enable the student to choose activities that will allow them to lead a healthful and enjoyable life. The activities included develop cardiovascular and muscular systems through the use of our track and weight training facility. Team and individual sports are introduced and developed throughout the students' four years at Manchester. Project Adventure is an activity that allows each student to explore his/her individual level of taking risks and making choices, and uses a variety of trust-building activities that progress to a higher level of trust during our climbing unit. The students are instructed on climbing, belaying, back-up and encouragement skills.

Grade 9: Introduction to skills and basic knowledge of team and individual sports.

Grade 10: Development of skills and basic knowledge of team and individual sports.

Grade 11: Concentration on the development of team and individual sports.

Grade 12: Develop a mastery of team play and carry over activities.

### **HEALTH EDUCATION**

*Grades 9 -12, Credits 1.25*

Health instruction has two principal aims. The first is to help students appreciate the value of physical, mental and social health. The second is to help students acquire and maintain a state of well-being. In addition to the minimum ten hours of drug and alcohol education taught each year, the course content for each grade includes the following:

Grade 9: The study of the cardiovascular system, risk factors of cardiovascular disease, reproductive systems, birth control, sexually transmitted diseases, and steroid abuse.

Grade 10: The study of driver education theory.

Grade 11: The study of first aid procedures, personal safety, values and decision-making.

Grade 12: The study of family life education, including parenthood, reproductive systems, social diseases, and mental health.

### **ADAPTIVE PHYSICAL EDUCATION/HEALTH**

*Grades 9-12*

*Credits 1.25-5.00*

This program enables those students who are multi-handicapped, as diagnosed through medical documentation, and are unable to be mainstreamed into a regular physical education course, the opportunity to engage in physical activities. Each individual is instructed according to her/his Individual Education Program.

## SCIENCE

The state of New Jersey requires a standardized NGSS Competency Test be given to all students in grade 11 based on Physics, Chemistry and the Earth's Systems, and Biology. All three subjects will include Earth, Space, Physics, Biology, and Chemistry.

### **PHYSICS**

*Grades 9-11, Credits 5.00*

In this full year Physics course, students will study the physical world around them, including kinematics, dynamics, energy, momentum, electrostatics, circuits, and waves. Students will analyze and model real physical systems and predict changes in order to engineer possible solutions to problems. Students will accomplish this through guided, cooperative, and independent inquiry-based activities in which they apply their conceptual understanding. Labs in Physics will consist of students studying the physical world around them, including kinematics, dynamics, energy, momentum, electrostatics, circuits, and waves. Students will analyze and model real physical systems and predict changes in order to engineer possible solutions to problems. Students will accomplish this through guided, cooperative, and independent inquiry-based activities in which they apply their conceptual understanding.

### **PHYSICS HONORS (PRE-REQUISITE: ALGEBRA 1 HONORS, TEACHER RECOMMENDATION, ALGEBRA 1 PLACEMENT EXAM)**

*Grades 9, Credits 5.00*

In this full year Advanced Physics and introductory to college level Physics course, students will study the physical world around them, including kinematics, dynamics, energy, momentum, electrostatics, circuits, and waves. Students will analyze and model real physical systems and predict changes in order to engineer possible solutions to problems. Students will accomplish this through guided, cooperative, and independent inquiry-based activities in which they apply their conceptual understanding. Labs in Physics will include students studying the physical world around them, including kinematics, dynamics, energy, momentum, electrostatics, circuits, and waves. Students will analyze and model real physical systems and predict changes in order to engineer possible solutions to problems. Students will accomplish this through guided, cooperative, and independent inquiry-based activities in which they apply their conceptual understanding.

### **CHEMISTRY AND THE EARTH'S SYSTEMS (PRE-REQUISITE/CO-REQUISITE: ALGEBRA 1, ALGEBRA 2, PHYSICS, HONORS PHYSICS)**

*Grades 10-11, Credits 5.00*

Chemistry is a study of the nature and composition of the elements and some of the compounds they form. Experiments are used to introduce principles of chemical reactions and atomic structure, which are later emphasized in class discussion and in solving problems. Topics studied include gases, liquids, solids, models of atomic structure, bonding, energy effects in chemical reactions, and acids and bases. Class time is roughly divided into four periods of lecture and/or discussion and one extended period per week in which laboratory experiences *may* engage. This laboratory science course is aligned to the Next Generation Science Standards for New Jersey Public Schools, and is designed to introduce students to collegiate-level principles and concepts of Chemistry across the other sciences. This includes Physical Science, Life Science, Earth and Space Science and Engineering Design. This course includes both hands-on wet labs and virtual lab options. Students will develop critical thinking skills through a combination of authentic laboratory experiences, problem solving, data collection, and strategic thinking. Students will learn how to utilize technology to analyze and present data. All learning styles are addressed through instructional methods and assessments that incorporate scientific reading, writing, and computation.

**HONORS CHEMISTRY AND THE EARTH'S SYSTEMS (PRE-REQUISITE: "B+" IN PHYSICS HONORS OR HONORS BIOLOGY AND TEACHER RECOMMENDATION)**

*Grades 10-11, Credits 5.00*

This accelerated course is designed for students of high ability to study chemistry in greater depth and speed than the college prep chemistry program. This laboratory science course is aligned to the Next Generation Science Standards for New Jersey Public Schools, and is designed to introduce students to collegiate-level principles and concepts of Chemistry across the other sciences. This includes Physical Science, Life Science, Earth and Space Science and Engineering Design. This course includes both hands-on wet labs and virtual lab options. Labs in Chemistry encompasses the quantitative and qualitative study of matter and its changes. The course provides the skills, concepts, and knowledge necessary to answer extended thinking questions. Multiple strategies, technologies, and resources are utilized to transmit and transform information. Various methods are utilized to assess student knowledge and understanding of the material. Students will develop critical thinking skills through a combination of authentic laboratory experiences, problem solving, data collection, and strategic thinking. Students will learn how to utilize technology to analyze and present data. All learning styles are addressed through instructional methods and assessments that incorporate scientific reading, writing, and computation.

**BIOLOGY (PRE-REQUISITE: PHYSICS, PHYSICS HONORS, CHEMISTRY, CHEMISTRY HONORS) GEOSCIENCE)**

*Grades 10-12, Credits 5.00*

This course is an exploration of life processes through the study of living things in the plant and animal worlds. The student is acquainted with the structures, functions and the natural relationships of plants and animals, their conservation and uses to man. Included are units on the problems of disease and inheritance. Laboratory experiences are provided whereby the physical and observational skills of the student are developed.

**HONORS BIOLOGY (PRE-REQUISITE: MIDDLE SCHOOL PERFORMANCE AND TEACHER RECOMMENDATION)**

*Grade 9, Credits 5.00*

This accelerated course is offered to students in grade 9 who have demonstrated excellence in science and mathematics. Because of the extensive reading requirements, the course is recommended for only those 9<sup>th</sup> graders who are advanced proficient in Reading Comprehension. The unity and diversity of living things are explored. Laboratory investigations will promote higher order thinking, scientific inquiry and critical thinking. Oral and written reports and projects will be required. There is a summer reading requirement for the course with a writing assignment due in September. The course requires extensive reading, writing and research during the year. **The state of New Jersey requires a standardized Biology Competency Test be given to all students taking a Biological science course.**

**ADVANCED PLACEMENT BIOLOGY (PRE-REQUISITE: "B+" OR HIGHER IN BIOLOGY AND CHEMISTRY, AND TEACHER RECOMMENDATION)**

*Grades 11-12, Credits 8.00*

Lectures and discussions are coupled with extensive laboratory preparations as a primary means of investigation. Material will include areas of cell and human physiology that are not covered in great detail in Biology. The course will meet 8 periods a week (double period three times a week). There is a summer reading requirement for the course with a writing assignment due during the summer. The course requires extensive reading, writing and research during the year. The curriculum and syllabus for this course have been approved by the College Board, which certifies the class as a true Advanced Placement level class. Students are invited to take the AP Exam in the spring and the Board of Education will pay the fee for any student who maintains an A average.

## **GEOSCIENCE**

*Grades 9-12 , Credits 5.00*

Geoscience is a one-year science course that aims to develop basic scientific skills and attitudes that can be used in life. Topics from the disciplines of earth/space science, chemistry and physics are selected to help the student develop skills in measuring, recording and interpreting information and preparing and reading graphs. Development of critical thinking skills is emphasized along with reading in the science content areas.

## **ASTRONOMY**

*Grades 10-12, Credits 5.00*

This elective course covers the scope of the universe beginning with our solar system. Astronomical techniques, instruments, and modes of discovery will be taught. The influence of astronomical discoveries on the progress and development of scientific study will be stressed, as will the effects on the growth and history of western society and civilization. Mathematics will be utilized only when necessary for a firm understanding and will be limited to elementary algebra. Laboratory experiences will be provided on an occasional basis and will be such as can be performed in class or at home. Appropriate scientific concepts from other areas will be developed when they serve to illustrate our understanding of the universe.

## **ENVIRONMENTAL SCIENCE (PRE-REQUISITE: CHEMISTRY, BIOLOGY, PHYSICS )**

*Grades 10-12, Credits 5.00*

Popular topics include ethics, law and policy, energy, and pollution of earth, air and water regarding environmental responsibility and global awareness. Most curricular materials are accessible online and students will use tables, illustrations, animations, maps and interactive components from home for assignments and enrichment activities. As a laboratory course, it incorporates significant hands-on, cooperative learning activities while maintaining the integrity of individual responsibility in the group dynamic. Data collection, analysis, synthesis, higher order thinking and exposure to research technology are infused throughout the course. Performance assessments are more prominent in the grading practices than are traditional pen and paper tests. Regular attendance and participation in the class are of the utmost importance.

## **MEDICAL SCIENCE 1**

*Grade 10-12, Credits 5.00*

Medical Science 1 is a full-year course offered to students in grades 10-12. The objective of this course is to provide students a basic understanding of the fundamental practice of medicine and its various disciplines. The student also receives a general background in the use of technology in medicine. Topics covered include: introduction to medical terminology, overview of basic anatomy and physiology, introduction to medical specialties, patient history taking, vital signs, causes of disease, general introduction to microbiology and diagnostic imaging. Student reports and projects will be required. The students will participate in field trips to health care facilities as well as listen to guest speakers.

## **MEDICAL SCIENCE 2 (PRE-REQUISITE: MEDICAL SCIENCE 1 AND TEACHER RECOMMENDATION)**

*Grades 11-12, Credits 7.00*

Medical Science II is a one-year, two-period, laboratory science course offered to students in grades 11-12. The objective of this course is to provide the student a working knowledge of medical terminology, opportunities in the health related professions, medico-legal issues, basic anatomy and physiology and pathology. The aim is to prepare the student for further study or employment in a variety of medical and paramedical office positions. Topics covered include: Medical Terminology, Bioethics, study of blood, lymphatic system, reproductive system, biotechnology, microbiology, disease and medical imaging. Student reports and projects will be required. Students will participate in a shadowing program at area hospitals.

## **ANATOMY & PHYSIOLOGY**

*Grades 11-12, Credits 6.00*

This is an elective course designed for those students preparing to enter health-related professions or preparing to enter into a more advanced study in biology. Systems of the body and their specific structures and functions will be studied. The dependency and coordination of these systems upon one another will be emphasized. The course will be taught through class discussions, specimen manipulation and dissection, laboratory experiences, field activities, computer simulations, and guest speakers. It is assumed that enrolled students will participate in all scheduled activities.

## **INTRODUCTION TO STEM**

*Grades 10-12, Credits 5.00*

STEM Explore, Discover, Apply (STEM EDA) engages high school students through a series of hands-on projects that help improve their problem-solving and critical thinking skills. All projects seamlessly integrate the Engineering Design Process which allows students to creatively explore STEM through design. This multi-grade level curriculum utilizes liberal arts disciplines to provide meaning and depth to the content. Through STEM EDA, students develop invaluable skills focusing on leadership, team building, creativity, and communication. Each module has been mapped to the Next Generation Science Standards, Common Core Mathematics Standards, and Common Core English Language Arts Standards.

## **STEM 1**

*Grades 11-12, Credits 5.00*

STEM 1 is a hands-on curriculum that builds a strong cyber foundation for high school students. The course introduces students to cyber literacy by blending robotics, programming, electricity, and elements of liberal arts. Students learn about the opportunities, threats, responsibilities, and legal constraints associated with operating in cyberspace. Throughout the course, students learn the basics of electricity, programming, and networking as well as develop critical thinking skills.

## **STEM 2**

*Grades 11-12, Credits 5.00*

STEM 2 is a project-driven curriculum that expands a student's understanding of cyberspace through two primary topics: systems engineering and liberal arts. The course builds upon fundamental cyber skills developed in STEM 1 and challenges students to go deeper into the world of cyberspace. Students will utilize a microcontroller to construct complex systems that bring together a variety of components on each build and also will realize the significant real world connections as they discuss the liberal arts/ humanities crossovers that exist with today's technologies. Many aspects of science, engineering, technology, and mathematics are discussed throughout each of the projects. Similarly, students are challenged to create flow-charts with each build as well as tossing out the wiring diagram in favor of reading schematics.

## **SOCIAL STUDIES**

### **WORLD HISTORY**

*Grade 9, Credits 5.00*

The World History course is a basic Social Studies course for grade nine, designed as a survey of the world with emphasis on the Modern European History. It focuses on students acquiring historical understanding of the social, political and economic forces, ideas and institutions, the role of geography, and the varying cultural influences that have led to the world in which they are expected to function and contribute. The course spans from the period of the Enlightenment (1700s) to the development of a global civilization (1945-present). In order for students to grasp the concept of living in an interdependent world, considerable time will be spent on the non-Western world, including: the Middle East, the Far East, Asia, Africa and Latin America.

### **HONORS WORLD HISTORY (PRE-REQUISITE: MIDDLE SCHOOL PERFORMANCE AND TEACHER RECOMMENDATION)**

*Grade 9, Credits 5.00*

The Honors World History course follows the World History curriculum with extended activities and assignments. The emphasis of this course is to improve historical perspective and cultural interaction, while encouraging understanding of cultural diversity. Students will be able to relate events of the past to present day situations. Students are expected to present oral assessments, interpret and analyze primary sources and complete research assessments.

### **WORLD GEOGRAPHY AND HISTORY**

*Grade 11-12, Credits 5.00*

In this course, students focus on major geographic configurations of the world and survey key cultural and economic areas. In addition, students study history and current strengths and problems of these areas. Climates, resources, ecosystems and land use are integrated within the curriculum. This class fulfills the state requirement for five credits in World History.

### **UNITED STATES HISTORY 1 (PRE-REQUISITE: WORLD HISTORY)**

*Grade 10-11, Credits 5.00*

The approach in this required course is primarily chronological. Throughout, students are acquainted with basic concepts relative to how personalities in history have influenced culture and ideas, and how government has handled problems relative to democratic way of life. Units include: the Colonial Period, the Revolution and Early National Period, the Age of Civil War and Reconstruction. The major emphasis will be focused on Industrial America, Imperialism, and the Era of World War. In addition, the course will introduce the student to the history of New Jersey, the contributions of minorities, and the role of women during this period in American History.

### **HONORS UNITED STATES HISTORY 1 (PRE-REQUISITE: "B+" OR HIGHER IN WORLD HISTORY AND TEACHER RECOMMENDATION)**

*Grade 10, Credits 5.00*

The course is designed to give students an understanding of the democratic ideals on which the American political, social and economic systems are based. They evolved from the Colonial Period to the emergence of America as a world power, with the major emphasis on Industrial America, Imperialism, and the Era of World War. In addition, the course will introduce the student to the history of New Jersey and contributions of minorities and women during this period in American History. It will also provide students with a framework which will aid in the development of critical thinking skills, problem solving and decision-making that will enable them to meet the challenges of a changing world creatively and intelligently. The instructor plans special projects and trips that enhance the student's participation in the course.

## **UNITED STATES HISTORY 2 (PRE-REQUISITE: UNITED STATES HISTORY 1)**

*Grade 11, Credits 5.00*

This required course stresses on the major events in our country's history from the late nineteenth century to the emergence of the U.S. as a world power in the twentieth century. Major units studied include the Cold War, the Nuclear Confrontation, the Vietnam Era, the Reagan Revolution, the Persian Gulf Crisis, the Clinton Presidency and the war on terrorism. In addition, the course will continue the student's study of the history of New Jersey and the contributions of minorities from the time America emerges as a world power to the present.

## **HONORS UNITED STATES HISTORY 2 (PRE-REQUISITE: "B+" OR HIGHER IN UNITED STATES HISTORY 1 AND TEACHER RECOMMENDATION)**

*Grade 11, Credits 5.00*

The purpose of the Honors United States History 2 course is to give the student a sense of our past and an understanding of the democratic ideas upon which American political, economic, and social developments have been based. Major units studied include: the Cold War, the Nuclear Confrontation, the Vietnam Era, the Conservative Revolution, the Persian Gulf Crisis, and the Clinton Administration. In addition, the course will continue the student's study of the History of New Jersey and the contributions of minorities from the time America emerged as a world power to the present. It will also provide students with a framework within which they can develop the skills of critical thinking, problem solving and decision-making that will enable them to meet the challenges of a changing world creatively and intelligently. The instructor plans special projects and trips that enhance the student's participation in the course.

## **SOCIOLOGY**

*Grades 11-12, Credits 2.5*

Sociology, as a discipline, seeks to explain human behavior in groups. This one-semester, college-level course will examine, in depth, the study of basic concepts in social interaction, analyzing selected aspects of the immediate culture, defining and evaluating the individual personality in inter-group relations, social organization and processes, and elements of social control and deviance in a changing society. Credit may be earned through Passaic County Community College for this course.

## **CRIMINAL JUSTICE**

*Grades 11-12, Credits 2.5*

This one-semester, college-level course is an introductory college level course designed to teach students the philosophy and history of law enforcement, including the police, the courts, the correction system, and the offender. Students in the course may participate in the state and county Mock Trial Team competitions. Credit may be earned through Passaic County Community College for this course.

## **PSYCHOLOGY**

*Grades 9-12, Credits 5.0*

Psychology is a one year elective course offered to students in grade 9, 10, 11, or 12. It is an introductory course that explores major psychological concepts and theories of Human Behavior. Units of study include: Approaches to Psychology, Research, Methods, Lifespan Development, Working of the Body and Mind, Learning and Cognitive Processes, Personality, Psychological Disorders/Therapy and Social Psychology. Psychological concepts will be examined as well as their application to everyday life. Emphasis on communication, listening, decision-making and conflict resolution skills will also be incorporated. These skills are aimed at enhancing leadership qualities and character development.

## **TOMOROW'S TEACHERS**

*Grades 11-12, Credits 5.0*

This innovative course is designed to attract talented young people who possess exemplary interpersonal and leadership skills, encouraging them to consider a career in teaching. It provides the students with insight into the nature of teaching, the challenges of schooling, and the critical issues affecting the quality of education in America's schools. The course is a pre- or co-requisite for the Elementary Education Internship.

## **ELEMENTARY EDUCATION INTERNSHIP**

*Grade 12, Credits 10.0*

This internship is open to qualifying seniors who want to gain experience in the field of education. Interns join the staff of Haledon Public School (HPS), providing assistance in the classrooms and supporting elementary students with daily habits and procedures. Internships are limited, therefore students will be chosen based on historical attendance records (as daily attendance and reliability are paramount) and a true desire to help the students and the teachers at HPS. Students are required to work as a team to help prepare bulletin boards which reflect the curricula and lessons at HPS. Students will develop a portfolio of evidence (photographic, written, and created) which will reflect the connections made throughout the internship. Students will also maintain a self-reflective log which will be shared with the Tomorrow's Teachers instructor and the cooperating elementary teacher. Students are encouraged to participate at HPS special activities and events as needed.

## **ADVANCED PLACEMENT UNITED STATES HISTORY (PRE-REQUISITE: "B+" IN HONORS US HISTORY 1, "B+" IN ENGLISH, TEACHER RECOMMENDATION, AND COMPLETION OF SUMMER ASSIGNMENTS)**

*Grades 11-12, Credits 5.00*

This full-year Advanced Placement program will help the student to take the Advanced Placement test in American History, which can be used for college credit. The course will cover American History from the Age of Discovery through the second half of the Twentieth Century. Emphasis will be placed on writing at levels of synthesis, analysis and evaluation. Summer reading is required. Approximately two chapters per week will be covered. At least one hour per night should be reserved for Advanced Placement United States History homework. A major research paper will be required each marking period. Students are invited to take the AP Exam in the spring and the Board of Education will pay the fee for any student who maintains an A average.

## **ADVANCED PLACEMENT GOVERNMENT AND POLITICS (PRE-REQUISITE: "B+" IN HONORS US HISTORY 1, "B+" IN ENGLISH, TEACHER RECOMMENDATION, AND COMPLETION OF SUMMER ASSIGNMENTS)**

*Grades 11-12, Credits 5.00*

The Advanced Placement Course in United States Government and Politics will provide and fashion students with an analytical perspective on government and politics as practiced in the U.S. from inception to the present day. Students will make use of a wide range of academic skills in keeping with the requisite demands of a college classroom environment. In addition, students will receive preparatory instruction as to content, format, and potential areas of focus for the Advanced Placement examination for United States Government and Politics. Students will be provided an array of apposite primary and secondary literature from a diverse range of political perspectives. Class readings are designed to reinforce the text, deepen critical thinking skills, teach students to understand and detect author bias and improve overall comprehension. Students are invited to take the AP Exam in the spring and the Board of Education will pay the fee for any student who maintains an A average.

## **TECHNOLOGY**

### **CISCO NETWORKING ACADEMY DISCOVERY 1**

*Grades 10–12, Credits -5.00*

The CCNA Discovery curriculum covers computer networking in four sequential parts as it applies to practical networks that a student may encounter – from simple small home or office networks to more complex enterprise models. Students will learn the technical and software-based skills necessary to succeed in entry-level networking professions (ex. network installer, help-desk technician, pre-sales support technician, or network technician). Additionally, CCNA Discovery teaches necessary skills for acquiring two Cisco industry certifications, CCENT (Cisco Certified Entry Networking Technician) and CCNA (Cisco Certified Network Associate). Both courses utilize actual Cisco hardware, as well as industry-specific simulation software to create an authentic workplace experience for motivated student technicians. Cisco Networking Academy Discovery Part 1 covers semesters 1 and 2 of the CCNA Discovery curricula, including networking for home and small business (setting up a personal computer and operating system, troubleshooting network and internet connectivity sharing resources on a network, and configuring a wireless access point and client) and working at a small-to-medium business (installing, configuring and troubleshooting Cisco IOS devices, planning a network infrastructure, implementing basic WAN connectivity, and demonstrating proper disaster recovery procedures).

### **CISCO NETWORKING ACADEMY DISCOVERY 2 (PRE-REQUISITE: CISCO NETWORKING ACADEMY DISCOVERY 1)**

*Grades 11–12, Credits -5.00*

The CCNA Discovery curriculum covers computer networking in four sequential parts as it applies to practical networks that a student may encounter – from simple small home or office networks to more complex enterprise models. Students will learn the technical and software-based skills necessary to succeed in entry-level networking professions (ex. network installer, help-desk technician, pre-sales support technician, or network technician). Additionally, CCNA Discovery teaches necessary skills for acquiring two Cisco industry certifications, CCENT (Cisco Certified Entry Networking Technician) and CCNA (Cisco Certified Network Associate). Both courses utilize actual Cisco hardware, as well as industry-specific simulation software to create an authentic workplace experience for motivated student technicians. Cisco Networking Academy Discovery Part 2 covers semesters 3 and 4 of the CCNA Discovery curricula, including basic routing and switching in an enterprise business (configuring and troubleshooting switches, VLANs, WAN Links, and routing protocols – all utilizing the OSI model of network communications) and designing computer networks (gathering customer requirements, using those requirements to build custom networks catering to specific needs, implementing IP and resource-sharing in said networks, and upgrading Cisco IOS software in Cisco devices).

### **INTRODUCTION TO COMPUTER ENGINEERING**

*Grades 9–12, Credits 5.00*

This course teaches the Students enrolled in a variety of the major concentrations of Computer Engineering (hardware and software - design and integration), as well as many of the specialty areas including computer operating systems, wired and wireless networking, computer programming in multiple languages, and designing/ building 3D printed models. Students will also research emerging technologies, discuss copyright/fair use, and evaluate the meaning of safe digital citizenship in an increasingly connected world. Introduction to Computer Engineering is recommended for any student interested in anyone interested in pursuing a career in any area of Information and Computer Technologies.

## **GOOGLE 101**

*Grades 9-10, Credits -2.5*

This half-year course will expose students to the world of GOOGLE used within our high school. The course will focus on the technological student services provided by our district focusing on proper student email use, Chromebooks, GOOGLE classroom, and additional programs that are integral to computer work in our school. The Google 101 program ensures knowledge and skills of Google Classroom software in a collaborative learning environment. This course will also be the introduction to our technology academy and is required for all freshmen entering into the technology academy.

## **PC GRAPHICS 1 (PRE-REQUISITE: GOOGLE 101)**

*Grades 10–12, Credits -5.00*

This full-year course will expose students to the world of computer graphics. The course will focus on the principles, equipment, and skills used in advertising and computer graphic industries through hands-on computer work. Students will utilize computer programs such as Adobe Photoshop and Illustrator to create artwork and illustrations that can be incorporated into desktop publishing documents, and websites. This course will address topics such as computer imaging, typography, and layout and design in order to assure that students acquire knowledge and understanding of the visual and graphic arts fields.

## **PC GRAPHICS 2 (PRE-REQUISITE: PC GRAPHICS 1)**

*Grades 10–12, Credits -5.00*

This full year course is a continuation of PC Graphics 1. The course will focus on the principles of art and design, color theory, typography, editorial/advertising design, promotional design, package design and branding/logo identity. Students will utilize computer programs such as Adobe Photoshop and Illustrator to create artwork that will be set up for print production and web respectively. Students will be introduced to more complex concepts and techniques of graphic design, illustration and digitized photographic manipulation. This course will offer students a more sophisticated approach to computer-generated design at both the technical and intellectual level. *(This course is highly recommended for students who may have an interest in careers in design such as: graphic design, interior design, editorial/publishing design, fashion design, package design, digital photography, illustration, and web design).*

## **PC GRAPHICS 3/ STUDIO DESIGN (PRE-REQUISITE: PC GRAPHICS 1, 2, AND TECAHER RECOMMENDATION)**

*Grades 11-12, Credits 5.00*

Advanced PC Graphics 3 is a comprehensive graphic arts & multimedia design course that enables students to develop a solid foundation in design principles and digital art techniques through the intensive study of basic design elements, fine art composition creation, aesthetic judgments and conceptual art theory using contemporary digital tools and mediums. This course is project based and students will have the opportunity to practice and utilize these skills for the layout and production of documents used in school flyers, school newspaper, school and community newsletters, and promotional pieces (flyers, posters, t-shirt designs) for clubs and school wide events. Students will be strongly encouraged to participate, submit work, and take advantage of design scholarships and digital art exhibitions available throughout the year. *(This course is highly recommended for students who may have an interest in careers in design such as: graphic design, interior design, editorial/publishing design, fashion design, package design, digital photography, illustration, and web design).*

## **DIGITAL PHOTOGRAPHY**

*Grades 10 – 12, Credits -2.5*

This half year course will expose students to the world of digital photography. Four areas of instruction will be emphasized: How cameras work, how composition works, how lighting works, and how to use photo-editing software. Students will, generally, receive basic instruction, demonstration, and see samples of the desired outcomes, at the beginning of each period. They will be allowed to go outside and shoot assignments, based on what they are learning. Perhaps the most useful part of classroom instruction will be daily reviews of photos students have shot the previous day(s). They will see what makes a successful photo and what does not.

## **TELEVISION & VIDEO PRODUCTION 1**

*Grades 9-12, Credits -5.00*

TV and Video Production introduces the student to the complete process of writing, filming, and editing a television or video program. The student will use computer-based non-linear editing software to create full-length, broadcast quality scenes, shows, and mini-movies. The student will also learn the process of creating a television program from idea to final product. Other topics included in this course will be scriptwriting, storyboarding, how to correctly operate a digital video camera, lighting techniques, directing talent and camera operators, editing video into sequences that are composites of different takes, and finalizing a product onto a professional-quality tape or DVD. Approximately one half of the year will be learning pre-production techniques, and how to safely (and carefully) operate equipment. The remainder of the year will be project-based learning consisting of working both as an individual and in a group. Resources and “studio time” are limited and will require lab usage before and after school hours. Filming of scenes and events may also require students to participate in class related activities outside of regular school hours.

## **TELEVISION & VIDEO PRODUCTION 2 AND 3 (PRE-REQUISITE: TELEVISION AND VIDEO PRODUCTION 1)**

*Grades 10-12, Credits -5.00*

The focus is on creating original content for MRHS TV, Manchester’s public, educational and government station. Class includes project-based learning, creating serialized television shows and short movies that spotlight community groups and organizations. Students will learn advanced editing techniques, use software to compliment non-linear based editing, utilize stop-motion techniques and special effects including green screen production.

## **WORLD LANGUAGES**

### **ARABIC 1**

*Grades 9-12, Credits 5.00*

The Arabic I course is designed as an entry-level course for students seeking knowledge and understanding of the Arabic language and culture. Students will learn basic vocabulary, common expressions, and the fundamentals of grammar and pronunciation to conduct basic conversations in real situations. The course will also enable students to have a better understanding of the Arabic culture and the variations of it. The main focus will be on building proficiency in the four skills of listening, speaking, reading and writing through the study of the Arabic grammar and syntax.

### **FRENCH 1**

*Grades 9-12, Credits 5.00*

The fundamental skills and concepts of the French language and the culture of people from French-speaking countries are introduced. Students begin to understand, speak, read and write in French.

### **FRENCH 2 (PRE-REQUISITE: FRENCH 1)**

*Grades 9-12, Credits 5.00*

Students increase proficiency in communication skills. New vocabulary and language patterns are learned through listening, speaking, reading and writing. Readings are the basis for the study of attitudes and customs in French-speaking countries throughout the world.

### **HONORS FRENCH 3 (PRE-REQUISITE: FRENCH 2)**

*Grades 10-12, Credits 5.00*

Students strengthen understanding, speaking, reading and writing skills. Culture is an intrinsic part of reading. Emphasis will be placed upon historical events and cultural contributions.

### **HONORS FRENCH 4 (PRE-REQUISITE: HONORS FRENCH 3)**

*Grades 11-12, Credits 5.00*

Students continue to strengthen oral/aural and written comprehension and fluency. Readings and compositions are based on the literature and the history of French-speaking people throughout the world. Students' projects synthesize all information to provide an understanding of the French national character.

### **SPANISH 1**

*Grades 9-12, Credits 5.00*

This course provides students with a basic foundation for the future study of Spanish. It includes the following components: vocabulary study, language syntax, and aural/oral skills. It also fosters an appreciation for the culture of the Spanish-speaking world.

### **SPANISH 2 (PRE-REQUISITE: SPANISH 1 AND/OR NATIVE PROFICIENCY)**

*Grades 9-12, Credits 5.00*

This course fosters the continued development of skills needed for a complete understanding of Spanish through knowledge of new vocabulary and grammatical structures. It also offers cultural enrichment, the study of geography, and customs of the Spanish-speaking world.

### **HONORS SPANISH 3 (PRE-REQUISITE: SPANISH 2)**

*Grades 10-12, Credits 5.00*

Students will strengthen and master speaking, comprehension, reading, and writing skills through individual and collaborative activities. Knowledge of Hispanic culture is gained through reading selections.

**HONORS SPANISH 4 (PRE-REQUISITE: HONORS SPANISH 3)**

*Grades 11-12, Credits 5.00*

Students will further develop the skills of reading, writing, speaking, and listening in the Spanish language in order to enjoy authentic texts on a variety of high-interest themes. Students will strengthen the previously studied grammatical structures as well as gain insight into the literature and history of Latin America and Spain. Students explore art, music and cinema in the target language.

## **SPECIAL PROGRAMS**

### **Dual-Enrollment, Course for Credit Program**

Through a cooperative agreement with Passaic County Community College, Junior and Senior students (16 years of age or older) can receive college credit for specified High School courses offered at Manchester. The college credits earned fulfill High School Graduation requirements and are transferrable to any college within New Jersey and most out of the state institutions. Manchester staff teaches the courses offered during regular school hours and at a deeply discounted cost of **\$200.00** per course.

Pre-requisites for the Course for Credit Program include:

- 2 years of English
- 2 years of Physical Education/Health
- 2 years of Mathematics
- 2 years of Science
- 2 years of Social Studies

Approval of parent and guidance counselor is required.

### **Behavioral Disabilities Program**

The students in this program present with significant behavioral, social, and emotional challenges which impede their learning or that of others. Teachers in this program focus on delivering a substantially greater degree of individualization and small group instruction to provide students the support needed to be successful. Instruction correlates with the New Jersey Core Curriculum Standards and instructional materials are individually selected according to each student's grade and functional level. Key Components of the Behavior Disabilities Program include:

- Classroom wide behavior modification systems that proactively supports positive actions, innately teaches socially appropriate norms and integrates peer facilitated and self-monitoring techniques.
- Small group instruction in a structured environment that focuses on targeted behaviors intended to enable students to achieve their educational, social emotional and behavioral goals.
- Individualized and group behavior plans are developed to address targeted behaviors that are impacting upon functioning in the school environment.
- Social skills training and psychoeducational workshops are provided on a weekly basis to develop appropriate interactive behaviors and explore post-graduation plans.
- Emotional and behavioral support in group and individually are provided to ensure that all students fully benefit from instruction and learn to effectively make decisions and problem solve
- Assuring accountability for student performance by providing data to support academic and social progress.

### **Multiple Disabilities Program**

The Multiple Disabilities Program is facilitated through Bergen County Special Services to address the needs of students with significant academic, cognitive or physical disabilities. Per each student's IEP requirements, Speech, Physical and Occupational Therapies are provided. Individualized and paired, small group and class instructional models are provided by the classroom teacher with the assistance of paraprofessionals. These students are provided with opportunities to interact with general education students and teachers through academic mainstreaming, assemblies, special programs, and lunch. Life skills are instructed and community-based opportunities are provided.

## **Language and Learning Disabilities Program**

This is a comprehensive program for students with moderately severe learning disabilities that require specialized remedial programming in order to acquire academic and life skills. The ultimate goal is that each pupil will function successfully when they transition into post-graduation work placements. As required, with the appropriate instructional strategies and modifications, the students are instructed in the Core Curriculum Content Standards. Key Components of the Language and Learning Disabilities Program:

- Intensive reading instruction in all areas of the curriculum: English, Math, Science and History.
- Life Skills application of reading and mathematics skills, beginning at the students' functioning levels and maximizing their skills toward grade level.
- Use of technology, which will enhance acquisition and demonstration of skills, including use of calculators, computers and software programs.
- Community instruction to facilitate application of reading, writing and math skills during activities that are critical for adult functioning.
- Hands-on, project-based, experiential activities that are motivating and increase student motivation.
- Social skills class lessons are provided weekly by the School Social Worker, School Psychologist, and/or the School Behaviorist.
- Small group, individualized instruction and class lessons are provided to maximize each student's academic, organizational, work readiness, social and emotional skills.

## **Reading**

This course provides intensive, daily remedial instruction to address identified reading weaknesses that severely impact the student's ability to read grade level textbooks, to benefit from instruction in standard high school courses, and to enjoy reading for informational and recreational purposes.

## **Resource Program**

In the Resource Program, students are provided with individual or small group instruction. Instruction can take place in the general education class using an in-class support teacher or in a separate classroom with a special education teacher. Students in this program function below grade level and may require a modified instructional pace, greater degree of individualization, and small group instruction. Students may also be provided with a Study Skills class. In this class a special education teacher provides assistance with assignments, projects and tests assigned by the student's subject area teachers. The academic support teacher and the subject area teachers work together as a team to ensure that the student's needs are being appropriately addressed.

## **Study Skills**

This course is developed for classified students enrolled in Manchester Regional High School. Academic support, instruction of study and organizational skills, and NJ Core Curriculum Cross-Content Workplace Readiness Standards will be incorporated. Additionally, each enrolled student's general and special education coursework will be supported by the special education Study Skills instructor.