

Rutherford High School

2012-2013



Curriculum Guidebook

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AFFIRMATIVE ACTION

The affirmative action officer/Title IX coordinator for the district is Mrs. Brenda Fargo, Research Assistant, 176 Park Avenue, Rutherford, NJ 07070, (201) 438-7675, Ext. 1113. The affirmative action officer for Rutherford High School is Ms. Barbara O'Donnell, Supervisor of Business & Computer Technology Education, 56 Elliott Place, Rutherford, New Jersey 07070, (201) 438-7675, Ext. 2105.

EQUAL ACCESS

The Rutherford Public Schools guarantee equal access to educational programs and services for all students regardless of race, creed, color, national origin, gender, age, religion, marital status, affectional or sexual orientation, disability, or socioeconomic status. In accordance with Title IX regulations, the Rutherford Public Schools do not discriminate on the basis of sex in admission to or employment in its educational programs or activities. Inquiries about Title IX should be addressed to Mrs. Brenda Fargo, Title IX coordinator, 176 Park Avenue, Rutherford, NJ 07070, 201-438-7675, Ext. 1113.

INTRODUCTION

The curriculum at Rutherford High School is a "work in progress" as we continually add new courses, modify and update existing offerings, and delete those that are no longer relevant to the needs of our student body. All course outlines are aligned with the state mandated core curriculum content standards, thus preparing all students for the required graduation test known as the High School Proficiency Assessment (HSPA).

In addition to the state and local mandated courses, Rutherford High School offers an abundant number of interesting and meaningful electives. The diversity of our course offerings was noted as a strength by the panel of educators who judged our Middle States application. In order to make it easier for students to understand the relevance of their required courses and to help them select elective courses more wisely, it is recommended that students consider following a career strand. This allows students the ability to explore a wide range of career choices. Students are encouraged to take advantage of our diversified curriculum.

High school years go by quickly and can never be recaptured. You are building your foundation for all future endeavors. Our counselors, administrators, and teachers will be happy to help in any way to make your years at RHS rewarding and enjoyable.

John J. Hurley
Principal

RUTHERFORD HIGH SCHOOL
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Rutherford, New Jersey 07070
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www.rutherfordschools.org

Dr. Rosemary Jones	Superintendent of Schools
Mr. Robert Brown	School Business Administrator/Board Secretary
Mrs. Brenda Fargo	Research Assistant to the Superintendent
Mr. John Hurley	Principal
Mr. Frank Morano	Assistant Principal
Ms. Lynne Crawford	Director of Special Services

Guidance Department

Ms. Shannon Dries	Director of Guidance	Ext. 2114
Mrs. Lauren Buckley	Guidance Counselor	Ext. 2240
Mr. Paul Scutti	Guidance Counselor	Ext. 2245
Ms. Jacqueline Winnicki	Guidance Counselor	Ext. 2246

Department Supervisors:

Athletic Director/Physical Education/Health	Mr. David Frazier	Ext. 2236
Business & Computer Technology Education	Ms. Barbara O'Donnell	Ext. 2105
English	Mrs. Lori Dernelle	Ext. 2232
Fine, Practical and Performing Arts	Mr. Denis Mullins	Ext. 2255
Mathematics and Science	Mrs. Alison Heinzl	Ext. 2314
Social Studies and World Languages	Mr. Charles Ryan	Ext. 2254

PHILOSOPHY OF RUTHERFORD HIGH SCHOOL

The Rutherford High School staff recognizes that the basic responsibility of the school is to provide, in accordance with the fundamental concepts of American democracy, an education, which is deeply concerned with all phases of the student as an individual. The staff also recognizes the importance of the student's sense of personal responsibility for his/her actions. Each student is given opportunities to make decisions and must then accept the consequences of those decisions. The staff further recognizes the need to promote the growth of the student's abilities in the areas of critical, constructive, and creative thinking so that he or she can make informed and reasoned judgments. To accomplish these objectives, Rutherford High School offers a rigorous college preparatory and comprehensive curriculum.

As an important aspect of the educational process, the staff sees the need to develop a sense of respect for each person's interests, knowledge, and values. It strives to develop individual skills in each student so that upon leaving the school he or she will have achieved a sense of dignity and will be a productive member of society. It would hope to instill in the student a sense of achievement and the ability to empathize with his/her peers as well as all members of society.

In addition to developing values in each student, the school has a primary responsibility to help the student to listen intelligently, to speak effectively, to write logically, and to have the means to cope with societal problems and life situations. The school will offer flexible learning situations, as well as extra-curricular and co-curricular activities, which provide the students with opportunities to gain a sense of self-discipline and self-direction on both personal and group levels. The staff will use all available and appropriate means to assess the potential of the individual student and to counsel the student in planning for the future.

In order to meet the specific educational needs and interests of Rutherford High School, we set forth these goals to:

- meet the requirements prescribed by state and local educational agencies;
- develop skills in reading, writing, speaking and listening;
- provide assistance to those students with special physical, educational, and emotional needs;
- develop pride in work and a feeling of self-worth;
- develop good character and self-respect;
- learn how to examine and use information;
- learn to respect and get along with people with whom we work and live;
- develop a desire for learning now and in the future;
- appreciate culture and beauty in the world;
- learn how to be a good citizen;
- learn how to respect and get along with people who think, dress and act differently;
- gain information needed to make job selections;
- develop skills needed to enter a specific field of work;
- learn about and try to understand the changes that take place in the world;
- understand and practice democratic ideas and ideals;
- practice and understand the ideas of health and safety;
- learn how to be a good manager of money, property, and resources;
- learn how to recognize and deal with societal problems;
- understand contemporary health issues and promote positive health attitudes; to learn to cope with changing lifestyles;
- understand and practice the skills of family living; and
- learn how to use leisure time.

RUTHERFORD HIGH SCHOOL GRADUATION/PROMOTION POLICY

The Board of Education requires that each pupil meet the minimum standards for promotion, for graduation, and for a state-endorsed diploma. The goal is to prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century. This policy establishes certain mandatory courses for all students as well as setting the minimum standards for promotion to each grade level and graduation. No student is denied access to any course due to race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender religion, disability or socioeconomic status.

Accordingly, the requirements shall include:

A.

	Course and credit requirements for all students entering grade 9 in:					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
LANGUAGE ARTS LITERACY	20 credits	20 credits aligned to grade 9 through 12 standards				
MATHEMATICS	20 credits including algebra I		20 credits including algebra I and geometry		20 credits including algebra I, geometry, and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21 st century careers	
SCIENCE	15 credits including at least five credits in laboratory biology/life science		15 credits including at least five credits in laboratory biology/life science and one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics.		15 credits including at least five credits in laboratory biology/life science and one additional laboratory/inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course.	
SOCIAL STUDIES	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2		15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings.			
FINANCIAL ECONOMIC AND ENTREPRENEURIAL LITERACY	No state requirement		2.5 credits			
HEALTH, SAFETY, AND PHYSICAL EDUCATION	3 credits in physical education and 1 credit in health and safety during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A 18A:35-5, 7 and 8					
VISUAL AND PERFORMING ARTS	5 credits					
WORLD LANGUAGES	5 credits					
TECHNOLOGICAL LITERACY	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum					
21 st CENTURY LIFE AND CAREER – TECHNICAL EDUCATION	5 credits					
ELECTIVES	15 credits of electives from there Core Content Standard areas		15 credits from within Rutherford High School Career Strands			
TOTAL CREDITS	120		130			

- B. Students must carry a minimum of 35 credits and a maximum of 40 credits each year except those students who have returned for their fifth year after failing to meet the graduation requirements during the normal four year sequence.
- C. Students must pass the mandated state assessments or meet the alternate requirements as outlined in the N.J. Administrative Code.
- D. Students may not "double up" on any more than one previously failed subject in any given school year.
- E. A student receiving three quarter grades of "F" - one of which results in a final failure may receive credit in summer school if the course is taken for new credit (120 hours) One semester courses are not affected by this section of the policy.
- F. Credits from an approved summer school or evening school will be accepted provided prior approval for attending said school was received from the high school guidance department.
- G. On-line, distance learning and correspondence courses are not accepted for credit as a new course or as a course taken for one previously failed.
- H. Students who fail to meet all graduation requirements are ineligible for a high school diploma and may not participate in the graduation ceremony.
- I. Credits needed for placement in designated grade level:

Grade 10	30 earned credits
Grade 11	60 earned credits
Grade 12	Eligibility to meet all graduation requirements by June of the current school year.

CAREER STRANDS

In order to better prepare students for the 21st century, Rutherford High School has developed four Career Strands. These strands, Arts and Media; Business, Finance and Entrepreneurship; Engineering: Technology, Design and Manufacturing; and Education, Government, Social and Human Services, make it easier for students to understand the relevance of required courses. It also helps them to select elective courses more wisely. Rutherford High School offers more than 70 elective courses, which are included in the strands. By using the career strands students can investigate a wide range of career choices.

Arts and Media	Business, Finance, Entrepreneurship	Engineering: Technology, Design, and Manufacturing	Education, Government, Social and Human Services
Advanced Textiles and Fashion Design AP Music Theory AP Studio Art Art by Computer Design Basic Drawing & Design I & II Ceramics I & II Computer Programming I Concert Band Concert Choir Creative Writing Desktop Publishing Financial Literacy Honors Humanities Seminar Investing & the Stock Market Journalism Marketing Multimedia Design Music Technology Painting Personal Computer Keyboarding Photography I & II Pop Music and History Public Speaking Rock Ensemble Studio Art Textiles Theatre Theatre Workshop TV Production TV Studio Workshop Web Page Design Wind Ensemble	Accounting I/Honors Accounting Advanced Computer Software Systems AP Computer Science Java Applied Computer Concepts Calculus Computer Programming I Computer Programming C++ Computer Applications Creative Writing Desktop Publishing Financial Literacy Fundamentals of Contemporary Business Intro to Java Programming Investing & the Stock Market Marketing Multimedia Design Personal Computer Keyboarding Psychology Public Speaking Statistics & Probability Web Page Design	Advanced Computer Software Systems AP Computer Science Java Architectural Drafting Basic Drawing & Design I & II Calculus Computer Applications Computer Programming I Computer Programming C++ Control Technology Invention Desktop Publishing Engineering Drawing I & II Financial Literacy Fundamentals of Contemporary Business Intro to Java Programming Introduction to Technology Investing & The Stock Market Marine Biology Marketing Multimedia Design Personal Computer Keyboarding Physics Public Speaking Statistics & Probability Web Page Design Woodworking Technology	Accounting I/Honors Accounting Advanced Computer Software Systems Anatomy & Physiology Child Care & Development Citizen & The Law Creative Writing Fitness through Nutrition Financial Literacy Foods Forensic Science Fundamentals of Contemporary Business Global Issues Honors Great Books Honors Humanities Seminar International Foods Investing & The Stock Market Marine Biology Marketing Personal Computer Keyboarding Pop Music and History Psychology Public Speaking

There are some elective courses that would benefit students regardless of their career strand. These courses include: College Writing, Writing the College Essay, and College Math. In addition, studying a World Language is also important for all students. The following World Languages are offered: French (College Prep, Honors, and AP), Spanish (College Prep, Honors, and AP), and Latin (College Prep, Honors, and AP).

CURRICULUM OFFERINGS AT RUTHERFORD HIGH SCHOOL

The curriculum at Rutherford High School is extensive enough so that each student has the opportunity to choose courses, which will aid his/her developing interests and aptitudes. Students are encouraged to study as many electives as they are capable of undertaking.

Note: CLASSES WITHOUT A SUFFICIENT ACTUAL OR PROJECTED NUMBER OF ENROLLEES MAY BE WITHDRAWN.

All full year subjects	5 credits
All one semester courses	2.5 credits
All quarter courses	1.25 credits

REQUIRED COURSES – NINTH GRADE

<u>COURSE</u>	<u>CREDIT</u>
English 100	5
World History	5
Mathematics	5
Physical Education & Health	5
Science	5
World Language	5

ELECTIVE COURSES

<u>BUSINESS/COMPUTERS</u>	<u>CREDIT</u>	<u>TECHNOLOGY EDUCATION</u>	<u>CREDIT</u>
Applied Computer Concepts	2.5	Control Technology & Invention	2.5
Computer Applications	2.5	Engineering Drawing	5
Computer Programming I	2.5	Introduction to Technology	2.5
Fundamentals of Contemporary Business	5	TV Production	5
Personal Computer Keyboarding	2.5	Woodworking Technology	5
<u>ENGLISH</u>	<u>CREDIT</u>	<u>THEATRE</u>	<u>CREDIT</u>
Honors English 100*	5	Theatre	5
English as a Second Language	5	Theatre Workshop	5
<u>FAMILY & CONSUMER SCIENCES</u>	<u>CREDIT</u>	<u>TRANSITION</u>	<u>CREDIT</u>
Foods	2.5	Career Transition I	10
International Foods	2.5		
Textiles	5		
<u>MATHEMATICS</u>	<u>CREDIT</u>	<u>VISUAL AND FINE ARTS</u>	<u>CREDIT</u>
Algebra I	5	Art by Computer Design*	2.5
Geometry*	5	Basic Drawing & Design I	2.5
Honors Geometry*	5	Basic Drawing & Design II*	2.5
		Ceramics I, II*	2.5
		Painting*	2.5
		Photography I, II*	2.5
<u>MUSIC</u>	<u>CREDIT</u>	<u>WORLD LANGUAGES</u>	<u>CREDIT</u>
Concert Band	5	French I, II*	5
Concert Choir	5	Spanish I, II*	5
<u>SCIENCE</u>	<u>CREDIT</u>	Latin I, II*	5
Biology	5		
Honors Biology*	5		
<u>SOCIAL STUDIES</u>	<u>CREDIT</u>		
Honors World History*	5		

* See prerequisites

REQUIRED COURSES – TENTH GRADE

<u>COURSE</u>	<u>CREDIT</u>
English 200	5
United States History I	5
Physical Education & Health	5
Mathematics	5
Science	5

ELECTIVE COURSES

<u>BUSINESS/COMPUTERS</u>	<u>CREDIT</u>	<u>SCIENCE</u>	<u>CREDIT</u>
Accounting I	5	Biology	5
Advanced Computer Software Systems	2.5	Environmental Science	5
Applied Computer Concepts	2.5	Chemistry*	6
Computer Applications	2.5	Honors Chemistry*	6
Computer Programming I	2.5		
Computer Programming C++*	2.5	<u>SOCIAL STUDIES</u>	<u>CREDIT</u>
Desktop Publishing	2.5	Honors United States History I*	5
Financial Literacy	2.5	Financial Literacy	2.5
Fundamentals of Contemporary Business	5		
Intro to JAVA Programming*	2.5	<u>TECHNOLOGY EDUCATION</u>	<u>CREDIT</u>
Multimedia Design*	5	Control Technology & Invention	2.5
Personal Computer Keyboarding	2.5	Engineering Drawing I, II*	5
Web Page Design	2.5	Introduction to Technology	2.5
		TV Production	5
		TV Studio Workshop*	5
		Woodworking Technology	5
<u>ENGLISH</u>	<u>CREDIT</u>	<u>THEATRE</u>	<u>CREDIT</u>
Honors English 200*	5	Theatre	5
Creative Writing	2.5	Theatre Workshop	5
English as a Second Language	5		
Journalism	2.5		
Public Speaking	2.5		
<u>FAMILY & CONSUMER SCIENCES</u>	<u>CREDIT</u>	<u>TRANSITION</u>	<u>CREDIT</u>
Advanced Textiles & Fashion Design*	5	Career Transition II*	10
Fitness Through Nutrition	2.5		
Foods	2.5		
International Foods	2.5		
Textiles	5		
<u>MATHEMATICS</u>	<u>CREDIT</u>	<u>VISUAL AND FINE ARTS</u>	<u>CREDIT</u>
Algebra I	5	Art by Computer Design*	2.5
Algebra II	5	Basic Drawing & Design I, II*	2.5
Honors Algebra II*	5	Ceramics I, II*	2.5
Geometry*	5	Painting*	2.5
		Photography I, II*	2.5
<u>MUSIC</u>	<u>CREDIT</u>	<u>WORLD LANGUAGES</u>	<u>CREDIT</u>
Concert Band	5	French I, II*	5
Concert Choir	5	Honors French III*	5
Music Technology*	5	Spanish I, II*, III*	5
Rock Ensemble*	5	Honors Spanish III*	5
Wind Ensemble*	5	Latin I, II*	5
		Honors Latin III*	5

*See prerequisites

REQUIRED COURSES – ELEVENTH GRADE

<u>COURSE</u>	<u>CREDIT</u>
English 300	5
United States History II	5
Physical Education & Health	5
Mathematics	5
Science	5

ELECTIVE COURSES

<u>BUSINESS/COMPUTERS</u>	<u>CREDIT</u>	<u>SCIENCE</u>	<u>CREDIT</u>
Accounting I	5	Biology	5
Advanced Computer Software Systems*	2.5	Environmental Science	5
Applied Computer Concepts	2.5	Chemistry*	6
AP Computer Science: JAVA*	5	Physics*	6
Computer Applications	2.5	Honors Physics*	6
Computer Programming I	2.5	Forensic Science	5
Computer Programming C++*	2.5	Marine Biology*	2.5
Desktop Publishing	2.5	Anatomy & Physiology*	2.5
Financial Literacy	2.5	AP Biology*	6
Fundamentals of Contemporary Business	5	AP Chemistry*	6
Honors Accounting I*	5		
Intro to JAVA Programming*	2.5	<u>SOCIAL STUDIES</u>	<u>CREDIT</u>
Investing & The Stock Market	2.5	Honors United States History II*	5
Marketing	5	AP United States History II*	5
Multimedia Design*	5	Citizen and the Law	2.5
Personal Computer Keyboarding	2.5	Financial Literacy	2.5
Web Page Design	2.5	Global Issues: Past, Present & Future	2.5
		Pop Music and History	2.5
<u>ENGLISH</u>	<u>CREDIT</u>	<u>TECHNOLOGY EDUCATION</u>	<u>CREDIT</u>
Honors English 300*	5	Architectural Drafting*	5
Honors Great Books*	2.5	Control Technology & Invention	2.5
Honors Humanities Seminar*	2.5	Engineering Drawing I, II*	5
Creative Writing	2.5	Introduction to Technology	2.5
English as a Second Language	5	TV Production	5
Journalism	2.5	TV Studio Workshop*	5
Public Speaking	2.5	Woodworking Technology	5
<u>FAMILY & CONSUMER SCIENCES</u>	<u>CREDIT</u>	<u>THEATRE</u>	<u>CREDIT</u>
Advanced Textiles & Fashion Design*	5	Theatre	5
Child Care & Development	2.5	Theatre Workshop	5
Fitness Through Nutrition	2.5		
Foods	2.5	<u>TRANSITION</u>	<u>CREDIT</u>
International Foods	2.5	Career Transition III*	10
Textiles	5	Transition*	2.5
<u>MATHEMATICS</u>	<u>CREDIT</u>	<u>VISUAL AND FINE ARTS</u>	<u>CREDIT</u>
Algebra I, II*	5	Art by Computer Design*	2.5
Geometry*	5	Basic Drawing & Design I, II*	2.5
College Math	5		
PreCalculus*	5	Ceramics I, II*	2.5
Honors PreCalculus*	5	Painting*	2.5
Statistics & Probability*	5		
<u>MUSIC</u>	<u>CREDIT</u>	Photography I, II*	2.5
Concert Band	5	Studio Art*	5
Concert Choir	5		
Music Technology*	5	<u>WORLD LANGUAGES</u>	<u>CREDIT</u>
Rock Ensemble*	5	Spanish I, II*, III*	5
Wind Ensemble*	5	Honors Spanish III*	5
		Honors Spanish IV*	5
		AP Spanish Language*	5
		French I, II*	5
		Honors French III*	5
		Honors French IV*	5
		AP French Language*	5
		Latin I, II*	5
		Honors Latin III*	5
		Honors Latin IV*	5

*See prerequisites

Elective Courses

<i>Fine & Performing Arts</i>	<i>Practical Arts</i>
AP Music Theory	Advanced Textiles & Fashion Design
AP Studio Art	Accounting I/Honors Accounting
Art by Computer Design	Advanced Computer Software Systems
Basic Drawing & Design I & II	AP Computer Science Java
Ceramics I & II	Architectural Drafting
Concert Band	Art by Computer Design
Concert Choir	Career Transition
Creative Writing	Child Care & Development
Desktop Publishing	Citizen & The Law
Honors Humanities Seminar	Computer Programming I
Honors Great Books	Computer Programming C++
Journalism	Computer Applications
Multimedia Design	Control Technology Invention
Music Technology	Engineering Drawing I & II
Painting	Financial Literacy
Photography I & II	Fitness Through Nutrition
Pop Music & History	Foods
Public Speaking	Fundamentals of Contemporary Business
Rock Ensemble	International Foods
Studio Art	Intro to Java Programming
Textiles	Introduction to Technology
Theatre	Investing & the Stock Market
Theatre Workshop	Marketing
TV Production	Multimedia Design
TV Studio Workshop	Music Technology
Web Page Design	Personal Computer Keyboarding
	Photography I & II
	Textiles
	Theatre Workshop
	Transition
	TV Studio Workshop
	Woodworking Technology
	Web Page Design

Graduation Credit Worksheet

English/Language Arts Requirements- 4 years (20 credits)

English 100 _____
English 200 _____
English 300 _____
English 400 _____
Other English _____

Math Requirements- 4 years (20 credits)

Science Requirements- 1 year science, 2 years lab science (15 credits)

Social Studies Requirements- 3 years (15 credits)

World History _____
US History I _____
US History II _____
Other History _____

Physical Education Requirements- 4 years (15 credits)

Phys Ed. 9 _____
Phys Ed. 10 _____
Phys Ed. 11 _____
Phys Ed. 12 _____

Health Requirements- 4 years (5 credits)

Health 9 _____
Health 10 _____
Health 11 _____
Health 12 _____

World Language Requirement- 1 year (5 credits)

Visual and Performing Arts Requirement- 1 year (5 credits)

Practical Arts Requirement- 1 year (5 credits)

Financial, Economic and Entrepreneurial Literacy – 1 semester (2.5 credits)

Electives

BUSINESS/COMPUTER EDUCATION

ACCOUNTING I

Full Year- 5 Credits/Prerequisite: Grade 10, 11, or 12

Accounting is the language of business. To understand what is going on in the business environment, it is important to know how a business reports its financial records. If you are going to college and are planning on a business major, you will have to take at least two to three accounting courses. Get a head start; find out what accounting is all about. If you plan on owning your own business, then it is equally important not to have to rely on others to take care of your records. This course will introduce students to how a small business and a partnership keep accurate records. Computerized accounting is integrated throughout the year. See also Honors Accounting.

ADVANCED COMPUTER SOFTWARE SYSTEMS

Semester- 2.5 credits/Prerequisite: Grade 10, 11, or 12

This one-semester course is a must for the college bound student and the student entering the world of business upon graduation. It introduces and enhances a student's knowledge of Microsoft Word and Microsoft Excel--two of today's most popular software packages. Topics covered will correspond to the industry-recognized MOUS (Microsoft Office User Specialist) test. Students will learn to create sophisticated tables, work with columns, use mail merge, create outlines, and learn desktop publishing features (including WordArt, text boxes, and graphic manipulation) of Microsoft Word in order to create sophisticated documents. Advanced functions of Microsoft Excel will also be covered, including using advanced financial formulas such as LOOKUP tables and IF statements, as well as the various database features of Excel. In addition there will be an emphasis on creating professional looking charts and graphs using financial data. This course emphasizes hands-on, critical thinking projects.

AP COMPUTER SCIENCE--JAVA

Full Year- 5 credits/Prerequisite: Intro to JAVA, Computer Programming, and C ++ and meet department criteria/Grade 11 or 12

This full-year course is designed for the serious programming student who intends to pursue computer interests at the college level. Students will continue writing JAVA applications with a concentration on more advanced topics, including arrays, recursion, data structures, and polymorphism. Students will utilize the GridWorld Case Study to design and create "actor" objects using a given GUI to display the grid and the actors. Students will also learn to write applets using the fundamentals of GUIs in Java (AWT). In addition, students will gain an understanding of the basic hardware and software components of computer systems and the responsible use of these systems.

APPLIED COMPUTER CONCEPTS

Semester- 2.5 credits/Prerequisite: Ability to type 30 wpm

This one-semester course is designed for students who are interested in improving their keyboarding, computer applications, and document processing skills. This course is project based using a corporate simulation and consists of activities in which the student utilizes word processing, spreadsheets, electronic presentations, email, and Internet applications to produce real world business projects. Ultimately, students are required to produce and present a visual and printed presentation based on personal research on a topic of their choice, approved by the teacher. The software utilized is Microsoft Word, Excel, and PowerPoint--today's most popular office suite. Advanced features of this software will be introduced and stressed throughout the course.

COMPUTER APPLICATIONS

Semester- 2.5 credits

This one-semester course is a hands-on computer course designed to introduce students to or enhance their knowledge of various computer applications including word processing, drawing, spreadsheet, database, and presentation software. Students will create original drawings, create properly formatted spreadsheets and databases using formulas and functions, and create their own slide presentations. This course emphasizes hands-on computer projects. However, it is recommended that students take this course as soon in their high school years as possible in order to provide a solid foundation for other computer courses and to aid them in the creation of computer projects for other academic areas.

COMPUTER PROGRAMMING I

Semester- 2.5 credits

This is a one-semester course that is designed to familiarize the student with the fundamental techniques used in developing and writing computer programs. Daily hands-on activities and labs will be written using the programming language BASIC. Students will be expected to complete a final project demonstrating their understanding and application of the material taught during the semester. Students will also be introduced to object-oriented programming through two-dimensional graphical applications, such as simulations and interactive games using the Greenfoot application. By the end of this course, the student's ability to reason logically will be greatly improved, thus laying the framework for many other courses offered at RHS.

COMPUTER PROGRAMMING C++

Semester- 2.5 credits/Prerequisite: Computer Programming I/Grade 10, 11, or 12

This course covers many practical aspects of designing and implementing object-oriented software. Emphasis is based on the C++ syntax, data types, operators, type conversion, logical expressions, formatting output, and arrays. The use of functions for modularity and software reuse are also stressed. Using existing C++ libraries for software development is also implemented.

DESKTOP PUBLISHING

Semester- 2.5 credits/Prerequisite: Grade 10, 11, or 12

This one-semester course is designed to introduce students to creating and publishing newspaper articles, advertisements, brochures, newsletters, flyers, magazine covers, playbills and other publications. Students will incorporate the computer, scanner, digital camera, color, and graphics to produce original publications. Student creativity and originality are stressed. Students interested in journalism, graphic design, public relations, marketing, and publishing would benefit from this course. Since many company publications are now being produced in-house, desktop publishing has become a skill coveted by many different types of businesses. InDesign, Word, and Photoshop, three industry standard software packages, are used extensively. It is a project-based course.

FINANCIAL LITERACY

Semester- 2.5 credits/Prerequisite: Grade 10, 11, and 12

This course explores the world of money management and finance. It is designed to teach students how to plan for a financially secure future by utilizing practical applications in the following areas: income and careers, money management, spending and savings plans, credit/debt management, critical consumerism, civic financial responsibility, and risk management and insurance. The purpose of this course is to have all students develop skills and strategies that promote personal and financial responsibility related to financial planning and charitable giving in the global economy. Students will learn how to make informed personal financial decisions, interpret data to develop short and long-term budgetary plans, and develop knowledge related to financial and investment planning, saving instruments, risk management, and insurance. In addition, they will explore changing economic and cultural trends present in the emerging global economy and uncover the impacts of those changes on the individual in that economy. This course is offered through both the Business and Social Studies departments and meets the 2.5 credit requirement in Financial, Economic, Business, and Entrepreneurial Literacy.

FUNDAMENTALS OF CONTEMPORARY BUSINESS

Full Year- 5 credits

This general business course will introduce students to the private enterprise system and how it impacts the American economy as well as the global economy. Students will learn economic challenges facing businesses, motivations of business and how to measure economic performance of business. Profiles of famous entrepreneurs will be studied as well as organizing and financing a business, money and banking, consumer rights and responsibilities, using credit and planning a budget. In addition, this class will serve as a personal money management course, giving students hands-on experience with checking accounts, payroll, credit and interest and filing personal income tax forms. Students will work in teams to complete projects and be encouraged to utilize technology to enhance the presentation of assignments. The students will participate in the New Jersey High School Consumer Bowl. This competition uses a game-show format to test students' knowledge of consumers' issues. This course meets the 2.5 credit requirement in Financial, Economic, Business, and Entrepreneurial Literacy.

HONORS ACCOUNTING I

Full Year- 5 credits/Prerequisite: Minimum of a B in Algebra I and meet department criteria/Grade 11 or 12

Honors Accounting will prepare students for the rigor of college accounting. Students will develop an understanding of double-entry accounting including the accounting cycle, accounting systems, internal controls, journals, receivables and payables, accruals and deferrals, inventory fixed assets, depreciation, and financial statement preparation and analysis. Computerized accounting systems will be implemented for an up-to-date accounting experience. The core material for this course is similar to Accounting I; however, more topics are covered, the pace is accelerated and expectations are higher. This course is highly recommended for motivated students planning to enter a college business program. Students are eligible for college credit through the Middle College Program.

INVESTING AND THE STOCK MARKET

Semester- 2.5 credits/Prerequisite: Grade 11 or 12

This one-semester course is designed to introduce students to the varied types of investment opportunities available to the general public. Topics will include mutual funds, stocks, bonds, CDs, IRAs, pension funds, annuities and much more. Students will become proficient at discussing financial news and investment strategies. Group work, games, and reports will be stressed along with problem solving and decision making skills. Internet access will be used extensively as a research tool. Students will compete in The Stock Market **Game**—a state sponsored online investment simulation. This course meets the 2.5 credit requirement in Financial, Economic, Business, and Entrepreneurial Literacy.

INTRO TO JAVA PROGRAMMING

Semester- 2.5 credits/Prerequisite: Computer Programming I and C++/Grade 10, 11 or 12

This course continues instruction in object-oriented programming using the Java language. Topics include syntax, control structures, object oriented concepts, classes, objects, inheritance, etc. Good programming practices will be emphasized including structures and object-oriented techniques. Data abstraction and information hiding will be introduced. Algorithm development, refinement and object-oriented design will be promoted throughout the course.

MARKETING

Full Year- 5 credits/Prerequisite: Grade 11 or 12

This full-year business/economic course explores the various economic systems that make up the global economy. Within each economy lies the world of business. This course will define and explore all of the various areas that make business work—marketing, selling, advertising, marketing mathematics, management, communications, and public relations. Students will learn the organization of business and how to begin a business of their own. Marketing will encourage the modern business structure of teamwork, critical thinking skills, and meeting deadlines by completing long-term projects and presentations. An excellent course for the college-bound business major or any student who would like to understand how business functions before they enter this new arena.

MULTIMEDIA DESIGN

Full Year- 5 credits/Prerequisite: Computer Programming I/Grade 11 or 12

A full-year course designed for students who want to explore the capabilities of various software programs used for creating, editing, and manipulating graphics (Photoshop), sound (Garage Band), and video (iMovie). Students will also create interactive media (Adobe Flash) and be introduced to basic game design (GameMaker). Students will learn to write and compile action scripts to make their media interactive. Students will also be expected to scan images, use clipart, use the Internet to find images, and use digital cameras/camcorders. Students will be responsible for establishing many of their own project goals, working independently and collaboratively, and documenting their design processes. This course emphasizes conception and planning, solving design challenges, personal artistic expression, and communication through new media technology. This course provides a foundation for careers in the growing field of web, multimedia, and game design.

PERSONAL COMPUTER KEYBOARDING

Semester- 2.5 credits

This one-semester course is designed for students who wish to learn and/or build proper keyboarding technique, speed, and accuracy. Students will learn to produce letters, reports, tables, memos, and simple newsletters while properly using the functions of word processing software. In addition, emphasis will be placed on building proficiency using the keyboard. This course is an excellent foundation to all computer courses, and will prove invaluable when producing research papers and reports both in high school and in college.

WEB PAGE DESIGN

Semester- 2.5 credits/Prerequisite: Grade 10, 11, or 12

This one-semester course is designed to introduce students to and enhance their knowledge of designing electronic web pages. Students will learn the basics of web page design as well as enhance web pages with image-rollovers, cycling banners, and animated text and graphics. Students will become skilled at using HTML, CSS, JAVASCRIPT, and web design software tools such as Adobe Dreamweaver and Flash, the industry standard for web design, creation, and maintenance. In addition, students will create their own animated graphics and movies using Adobe Flash. Design techniques are discussed and emphasized. This course is project-based. Throughout the course students will create several web sites on selected topics.

ENGLISH/LANGUAGE ARTS

ENGLISH 100 AND 105

Full Year- 5 credits

Major emphasis is placed on student writing, vocabulary enhancement, and literary analysis. In preparation for SAT's and HSPA's, students will be instructed in how to improve their writing skills and vocabulary. To broaden their knowledge in literature, students will read such classics as A Separate Peace, A Raisin in the Sun, and Lord of the Flies. A Shakespearean play will also be read. The students will become familiar with the high school media center and computer labs. A research project will be completed this year.

HONORS ENGLISH 100

Full Year- 5 credits/Prerequisite: Meet department criteria

Through independent reading and discussions to provoke thinking and understanding, students explore such classics as Lord of the Flies, A Raisin in the Sun, Julius Caesar, and The Time Machine. Literary relationships to art and music, current events, and personal experiences are explored by utilizing multiple types of writing assignments (expository, argumentative, persuasive, analytical). Grammar and writing skills are practiced daily and are assessed through written assignments. Vocabulary for the PSAT and SAT will be studied. A formal research project will be completed and students will utilize technology on a regular basis. Students are expected to be vocal in class by questioning and commenting on the various genres read and to work independently as well as with a group on projects and class assignments. The course requires students to be independent critical readers and have strong writing skills. Students who meet department criteria may be recommended or may request placement.

ENGLISH 200 AND 205

Full Year- 5 credits

The writing experiences initiated last year are continued in the sophomore year. The study of grammar is tied in to each of the students' own writing endeavors in as practical a manner as possible. Weekly writing assignments and monthly HSPA practice essays are required. In literature the American scene is keynoted. A chronological approach to American literature is handled through a basic anthology and is supplemented with such works as Arthur Miller's The Crucible, John Steinbeck's Of Mice and Men, and Edith Wharton's Ethan Frome. In addition, the next level of the SAT vocabulary will be utilized and a more in-depth research paper will be completed.

HONORS ENGLISH 200

Full Year- 5 credits/Prerequisite: Meet department criteria

This course will provide students with an intense study of American literature through the introduction of major literary figures and their works that reflect the traditions and styles of American literature. This is a challenging course that requires students to study and comprehend the thinking and philosophies of these literary figures and the time periods covered. These findings will be discussed and written about in daily and weekly writing assignments. Novels such as The Catcher in the Rye, The Scarlet Letter, and Ethan Frome will be read, discussed, interpreted, and analyzed through oral presentations and written reports. Intensive HSPA writing and reading practice will take place, and students will learn to identify and self-correct compositional errors, as well as read critically and answer questions with comprehension. Students will continue to study grammar, writing skills and vocabulary. Students who are currently in Honors English 100 and who are maintaining at least a B- average may continue in the program to Honors English 200. Students who wish to enter the program from English 100 will need at least an A- average, and meet department criteria for recommendation.

ENGLISH 300 AND 305

Full Year- 5 credits

As juniors, students are introduced to a more argumentative and critical form of writing in addition to the monthly HSPA essay practice. A special supplement for SAT practice as well as the standard vocabulary text will be utilized. The study of British literature is done through an anthology and supplemental readings such as Shakespeare's *Macbeth*, J.R.R. Tolkien's *The Hobbit* and George Orwell's *1984*. The research paper is a major requirement for juniors and the background preparation for this paper will be strengthened.

HONORS ENGLISH 300

Full Year- 5 credits/Prerequisite: Meet department criteria

The study of British literature, HSPA and SAT prep work, higher-level reading, writing and speaking skills are incorporated into the curriculum. Students will be engaged in writing activities such as timed writing, formal expository pieces, and persuasive, speculative, and analytical writing. They will explore the creative, objective, and sequential writing styles of the authors and will emulate these styles in their own writing assignments. A love of reading is extremely important, as students will be tackling major literary works independently and will be expected to discuss and analyze such works. Required readings include *Macbeth*, *Frankenstein*, and *Jane Eyre*, as well as poetry and personal essays from various time periods. Presentations, research reports, technology-based assignments, and group projects are required assessments of student learning. Through the study of British literature, students will become familiar with how our language evolved and changed over the past 1000 years. Independent voracious readers and prolific writers will enjoy this class. Students currently in Honors English 200 will move on to Honors English 300 if they maintain at least a B- average. Students wishing to enter Honors English 300 from English 200 will need to have at least an A- average and meet department criteria for recommendation.

ENGLISH 400 AND 405

Full Year- 5 credits

Writing skills and vocabulary continue to be emphasized in the senior year. Greater importance is placed upon critical writing, research theory, and creative writing. A humanistic approach to world literature from ancient times to the modern day is employed to stimulate both classroom discussion and weekly writing assignments. Novels and plays such as *Oedipus Rex* by Sophocles, *Death of a Salesman* by Arthur Miller, and *The Great Gatsby* by F. Scott Fitzgerald will be read. Time will also be spent on poetry analysis and discussion. Applications for both colleges and careers are examined and personal essays written. In addition to weekly writing assignments, a formal research paper will be written.

HONORS ENGLISH 400

Full Year- 5 credits/Prerequisite: Meet department criteria

This is a challenging course, which emulates a college-level course in both material and presentation. Students will study world literature through the reading of literature from various genres, researching the time periods, and understanding the lives of the authors. Students will read with clarity and fluidity and analyze, discuss and write about the various short stories, plays, and novels assigned. Students are expected to be prolific readers and eager participants in the classroom. Group work, including classroom assignments, will be required on a regular basis. Students will need to be confident with their skills in writing, and organization and logic will be the mainstay of their essays, whether expository, analytical, speculative or creative. They will be expected to self-correct, using the grammar skills they have acquired. At the end of the year, students will be able to continue to write with clarity, meaning and purpose, for a variety of audiences and purposes, which will aid them in their future endeavors on the college level. Texts for this class include a literary anthology, writing reference books, and a pre-college vocabulary word list. In addition, students will read major works such as *Gilgamesh*, *Oedipus Rex*, *Hamlet*, *The Great Gatsby* and *Death of a Salesman*. Students currently in Honors English 300 with at least a B- average may take this class. Students in English 300 who want to be considered for Honors English 400 will need a current average no less than A- and meet department criteria for recommendation.

AP ENGLISH LITERATURE & COMPOSITION

Full Year- 5 credits/Prerequisite: Honors English 300 and meet department criteria

Students who are recommended and choose to enter AP English Literature and Composition will discover a more sophisticated and more complicated consideration of the spoken and written word, as well as an investigation of rhetorical devices and techniques as this course is conducted at a college level. The reading of complex texts with understanding and the writing of prose using content, purpose, and audience as focal points for organization will be expected of students taking this course. The curriculum has been approved by the College Board and will prepare

the students for the Advanced Placement tests in Language and Composition and/or Literature and Composition. Students will analyze, criticize, and document all writing and research they do; emphasis will be placed on expository, analytical and argumentative writing. In addition to weekly writing assignments, vocabulary study, and preparation for the College Board exams, students will study film, comparative literature, the short story genre, literary terms, and poetry with a high degree of perception and depth. The works of authors such as Sophocles, Homer, Shakespeare, and Camus will be discussed. Students who wish to take this course must have fulfilled the pre-requisite of Honors English 300, have that teacher's recommendation, and achieve mastery level on a departmental assessment. In addition, students should score Advanced Proficient on the Language Arts section of the HSPA in March. All students enrolled in AP English Literature and Composition are required to take the Advanced Placement test in Literature and Composition in May.

ENGLISH AS A SECOND LANGUAGE (E.S.L.)

Full Year- 5 credits

E.S.L. is for non-English speaking students and students with limited proficiency in English language. Listening, speaking, reading, and writing skills are developed along with cultural aspects of this new environment. Through this course, the student's transition from his/her own culture to American culture will be facilitated and encouraged. Students must pass a state-endorsed exam in English in order to exit from E.S.L.

READING 107/207/307/407

Full Year- 5 credits/Prerequisite: Teacher recommendation

This course's emphasis is focused on the development of decoding skills and reading fluency. A multi-sensory approach with an emphasis on phonemic awareness and development is employed. The students will become familiar with different syllable types, vowel combinations, and stress patterns. Reading fluency is developed with the use of controlled texts.

HIGH SCHOOL PROFICIENCY ASSESSMENT (HSPA) ENGLISH

Quarter- 1.25 credits/Semester- 2.5 credits

This course is designed to improve the level of student proficiency and to prevent regression in the basic areas of language arts literacy (reading and writing). Those who receive a HSPA score below the minimum standard are provided with remediation through small classes.

JOURNALISM

Semester- 2.5 credits/Prerequisite: Grade 10, 11, or 12

Students who want to know and talk about what's happening in and around Rutherford High School and the world will want to take this course. In and out of class, Journalism students will cover news stories – from local to global – and will learn and practice the skills of a news reporter, such as investigating a story, interviewing a key personality, writing a catchy lead, and communicating stories to the public. Expect a fast-paced, creative experience in Journalism!

PUBLIC SPEAKING

Semester- 2.5 credits/Prerequisite: Grade 10, 11, or 12

Students who take this course will become more comfortable speaking in front of a group. Through a variety of formal, informal and impromptu speech situations, students will develop poise, self-confidence and communication skills that will be valuable to the student in the 21st century. The writing of a formal speech will concentrate on the 3 c's: content, clarity, and correctness. Students will also recognize how public speaking influences society and real life experiences.

CREATIVE WRITING

Semester- 2.5 credits/Prerequisite: Grade 10, 11, or 12

This course is designed to meet the needs of students interested in developing a distinctive writing style, expanding interests in a particular genre, and giving and receiving constructive criticism from peers and superiors alike. Creative writing encourages you to experiment with all literary forms. If you are a short story writer, poet, dramatist, or essayist, this course is for you. It requires a great deal of analysis, critiquing, and revision. Enrollment is limited to sophomores, juniors, and seniors.

HONORS GREAT BOOKS

Semester- 2.5 credits/Prerequisite: Grade 11 or 12 and B- or better in Honors English and meet department criteria
The goal of the Honors Great Books program is to instill in students the habits of mind that characterize a self-reliant thinker, a critical reader, and a life-long learner. The Honors Great Books curriculum predicates the idea that everyone can read and understand literature that has the capacity to engage the whole person, the imagination and the intellect. Students think for themselves and learn from each other through the Shared Inquiry method of learning, a distinctive method of learning in which participants search for answers to fundamental questions raised by a text. This process is inherently active; it involves taking what the author has given and trying to grasp its full meaning using experience and sound reasoning.

HONORS HUMANITIES SEMINAR

Semester- 2.5 credits/Prerequisite: Grade 11 or 12 and a B- or better in Honors English and/or Honors History and meet department criteria

This course will engage participants in a voyage of discovery of the values that provide the bedrock of Western civilization and the foundation of personal freedom. It will attempt to integrate the many bits and bytes of information from each major discipline into a comprehensive understanding of man's search for truth. The following major cultural epochs shall be covered: the Greek Experience, the Medieval Synthesis, the Renaissance Humanist, the Enlightenment vs. Romanticism, and the Age of Alienation.

WRITING THE COLLEGE ESSAY

One Quarter- 1.25 credits/Prerequisite: Grade 11 or 12

This course is designed to enable the student to practice and refine the skills needed to write essays in response to college application questions and English placement test prompts. Based upon analyzing a collection of college application questions and essay prompts found on placement tests and writing essays in response, the course is designed to meet the individual needs of each student as he/she prepares for future endeavors.

COLLEGE WRITING

One Quarter- 1.25 credits/Prerequisite: Grade 12

This course is designed to enable the student to develop both critical thinking skills and writing skills through frequent writing assignments. These assignments are based on critical responses to intellectually challenging questions about popular culture. The class is designed to meet the individual needs of each student as he/she prepares for future educational goals and challenges.

ENGLISH 107/207/307/407

Full Year- 5 credits/Prerequisite: Teacher recommendation

Emphasis is placed on developing writing skills, including an extensive review of grammar and mechanics. Vocabulary development and an introduction to literary analysis are infused throughout the curriculum. To broaden their knowledge in literature, students will read adapted versions of such classics as The Good Earth, A Tale of Two Cities, and A Raisin in the Sun. Modified versions of Shakespearean plays are also introduced in the curriculum. In preparation for the HSPA, students will receive instruction in test-taking skills, writing mechanics, and vocabulary development. The students will be introduced to the high school media center and computer labs.

FAMILY AND CONSUMER SCIENCES

FOODS

Semester- 2.5 credits

This one-semester course is a study in the principles of food preparation for several food groups with emphasis on the Food Pyramid and the six nutrients required for proper health. Food groups include cereal grains, vegetables, fruits, dairy products and proteins (fish, eggs, poultry and meat). Stress is also placed on the proper techniques involved in food preparation of pies and pastries, yeast breads, quick breads and cookies. Included are units on meal planning and purchasing of foods, use of kitchen equipment, food and kitchen safety, and foods-related careers.

INTERNATIONAL FOODS

Semester- 2.5 credits

This one-semester course is the study of the principles of food preparation as they apply to the foods of other nations. Course content will focus on the culture and foods of countries around the world. Areas of concentration include countries in Latin America, Europe, Asia, the Mediterranean and Mid-east. Other areas include countries in Africa, the British Isles, Scandinavia, and North America. Units on menu planning, safety equipment, and food careers will be included.

TEXTILES

Full Year- 5 credits

This full-year course is designed to give the student the opportunity to create textile products on his/her own. The student will use commercial patterns and instructions to successfully complete two major projects and several smaller projects each quarter, as well as one final project developed by the teacher and student collaboratively. Students are required to provide their own fabric, patterns, and notions as assigned.

ADVANCED TEXTILES AND FASHION DESIGN

Full Year- 5 credits/Prerequisite: Textiles and grades 10, 11, or 12

Building on skills from Textiles, students will use knowledge and creativity to create unique and individual designs in clothing and accessories by studying fashion, fashion design, promotion, marketing, and pattern drafting. Learn why we wear clothing and how to choose clothing that suits your personal coloring and figure type to help plan your business and casual wardrobes. Use the principles and elements of design to create clothing and accessories specifically designed for your unique style. Students are required to provide their own fabric, patterns, and notions as assigned.

FITNESS THROUGH NUTRITION

Semester- 2.5 credits/Prerequisite: Grades 10,11 or 12

This one-semester course is designed to help students assume control and responsibility for the relationship between diet and exercise that keeps the body healthy. Topics studied include computerized diet analysis, food sources and advertisements, basic nutrition resources to enhance well-being, and computerized development of creative snacks and meals. The focus of the course will be on maintaining fitness through good nutrition and the development of a nutritionally sound diet. Current food and fitness issues will also be addressed. Students will learn to cook healthy versions of their favorite foods.

CHILD CARE AND DEVELOPMENT

Semester- 2.5 credits/Prerequisite: Grade 11 or 12

The Child Care and Development course is open to juniors and seniors in good academic and civic standing. An interview may be required. This one-semester course focuses on the growth and development of the young child. Topics studied include: neonatal and infant development, physical and emotional needs of young children, and social and cognitive development. Family structures, management, communication, conflict resolution, parenthood, marriage, and divorce are additional areas of study. The high school students will work with children in a nursery school situation in which they are expected to be role models. Responsibilities include submission of a weekly written journal, development of lesson plans, and teaching the children. Career research is required of all students in addition to successful completion of the "Baby Think It Over" infant simulator project.

MATHEMATICS

ALGEBRA I / ALGEBRA I 105

Full Year- 5 credits

Algebra I allows students to see the similarities between real number manipulation and algebra manipulation. Students will work with negative numbers, exponents, variables, linear, quadratic, and exponential equations and linear inequalities. Relations and functions are introduced and learning to factor is stressed. Students are introduced to methods of solving verbal application problems.

GEOMETRY / GEOMETRY 205

Full Year- 5 credits/Prerequisite: Algebra I

Geometry is a course that deals with the relationships between points, lines and planes and the figures they create. Relationships involving parallel and perpendicular lines, properties of triangles, circles and polygons, including right triangle trigonometry, congruency and similarity, transformations, and area, perimeter, and volume are included in the course. Logical reasoning and formal proof is used throughout.

HONORS GEOMETRY

Full Year- 5 credits/Prerequisite: Algebra I and meet department criteria

Honors Geometry deals with the same topics as Geometry, with added stress on logical reasoning, critical thinking, and problem solving.

ALGEBRA II / ALGEBRA II 305

Full Year- 5 credits/Prerequisite: Algebra I and Geometry

Algebra II is a continuation of the study of the concepts learned in Algebra I. The topics covered include solution and graphing of linear equations, operations with polynomials, relations and functions, quadratic functions, probability, sequences and series and an introduction to the concept of a limit. This course is one of the most important math courses as the skills learned here provide a foundation for any higher-level mathematics course.

HONORS ALGEBRA II

Full Year-5 Credits/Prerequisite: Honors Algebra 2 and meet department criteria

Honors Algebra II is the second course in the Honors program. It is a continuation of the study of the concepts learned in Algebra I with emphasis on operations with polynomials, relations and functions, quadratic functions, probability, sequences and series and an introduction to the concept of a limit. This course provides a solid foundation for any higher-level mathematics course, including Honors PreCalculus as well as Honors or AP Calculus.

COLLEGE MATHEMATICS / COLLEGE MATHEMATICS 405

Full Year- 5 credits/Prerequisite: Algebra II

College Mathematics is an intensive course in the fundamentals of mathematics, algebra, and geometry designed to develop, sharpen, and extend those mathematical skills necessary for continued progress in mathematics. It is geared primarily for students who would rather master and extend skills than choose a more advanced elective. The course aims to enable students to better meet their potential in their performance on college placement tests such as those given in the New Jersey State Colleges and Universities. Students are expected to use the information and technology in various ways in real world applications.

STATISTICS & PROBABILITY

Full Year- 5 credits/Prerequisite: Algebra II

Statistics and Probability is designed for the college bound student who has demonstrated success in Algebra II and wishes to continue to explore a large range of topics with an emphasis on "real world" applications such as games of chance, random population, and actuarial science. Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time. Students will regularly apply the tools of technology including the graphing calculator and computer to solve problems. They will be expected to use the information and technology in various ways in real world applications.

PRE-CALCULUS

Full Year- 5 credits/Prerequisite: Algebra II

Pre-Calculus includes the study of trigonometry, the development of the circular function, trigonometric identities, radian, and degree measure and the solution of triangles. In addition, the course covers analysis of functions beyond linear and quadratic (polynomial, exponential, logarithmic). This course prepares students for further work in Calculus.

HONORS PRE-CALCULUS

Full Year- 5 credits/Prerequisite: Honors Geometry and meet department criteria

The content of this course includes all topics of Pre-Calculus with added emphasis on the preparation necessary for a structured course in Calculus. Trigonometry, aspects of analytical geometry, problem solving and function analysis form the foundations for a theoretical introduction to Calculus, including the definition of derivatives by limits. Students in this course will be recommended for Honors Calculus or AP Calculus.

HONORS CALCULUS

Full Year- 5 credits/Prerequisite: Honors Pre-Calculus and meet department criteria

This course covers the major topics of the first course in calculus. Differential and integral calculus theory, techniques, and applications are emphasized. Calculator and computer use is stressed throughout the course.

AP CALCULUS

Full Year- 5 credits/Prerequisite: Honors Pre-Calculus and meet department criteria

The study of differential and integral calculus will prepare students to take the AP Calculus AB test. Topics covered in AP Calculus are techniques of differentiation, applications of differentiation, indefinite and definite integrals, applications of integration, and differential equations and slope fields. In addition, students will be required to complete a summer assignment prior to September. The assignment will count as a homework assignment and this information will also be included on a test during the first quarter. Students will be required to take the AP exam in May.

HSPA MATHEMATICS

Quarter- 1.25 credits/Semester: 2.5 credits

This course is designed to improve the level of student proficiency and to prevent regression in the basic areas of computation (mathematical) skills. Those who receive a HSPA score below the minimum standard are provided with remediation through small classes.

MATH 107/207/307/407

Full Year- 5 credits/Prerequisite: Teacher recommendation

Students enrolled in these courses will be exposed to basic algebra and geometry, but these courses should not be taken by students who intend to use them as a college prerequisite. Emphasis is placed on small group instruction with the use of manipulatives. The basic components of algebra, real number and algebraic expressions, solution of linear equations, exponents, integers, graphing and data analysis are studied in Math 107 and 207. Math 307 (Geometry) studies two and three dimensional geometric figures and relationships. Students will be exposed to proofs and will use problem-solving strategies to make connections between algebra and geometry. Math 407 studies the applications of mathematics to consumer problems. The general education curriculum is followed with appropriate adaptations and modifications to meet individual students' needs.

MUSIC

CONCERT BAND

Full Year- 5 credits

This course will explore contemporary styles in musical literature relative to the concert and marching band idioms. This course will encompass various musical styles such as jazz and classical and is designed to meet the needs of all students (grades 9-12) who are interested in woodwind, brass, and percussion performance. In addition to the regularly scheduled Concert Band period, there are required lessons that meet on a rotating basis one period per week. Also available to students in the band are extra-curricular activities including: Marching Band, Jazz Ensemble, Percussion Ensemble, Brass Ensemble, Pit Band and various solo opportunities. Students are encouraged to take a full four-year course of study in Concert Band/Wind Ensemble.

CONCERT CHOIR

Full Year- 5 credits

The choir performs at all concerts, as well as at malls, community groups, and high school functions and various competitions. Attendance and participation in all concerts and rehearsals are mandatory. Students in choir learn how to develop and maintain proper vocal technique as well as to reinforce the basics of note reading, sight singing and music theory. A diversified spectrum of music is offered including some selections sung in various world languages. Students have the opportunity to audition for various solos and vocal ensembles, which are regularly featured as part of choir performances. Vocal instruction is an integral part of the choir program. In addition to the regularly scheduled Concert Choir period, vocal instruction classes are required of all choir members in grades 9-12: soprano, alto, tenor, and bass vocalists. These classes meet once a week on a rotating basis. Students are encouraged to take a full four-year course of study in Concert Choir.

MUSIC TECHNOLOGY

Full Year- 5 credits/Prerequisite: At least one year of Concert Band, Concert Choir, or Rock Ensemble. Students use computers, theory, music notation software and MIDI keyboards to study the fundamentals of music, beginning with scales, key signatures, intervals and rhythmic patterns. Students progress through basic chords, voice leading, and harmony to writing and digitally recording their own small works. Part of the course is devoted to scales and harmonies used in contemporary rock and jazz as well as developing the knowledge and skills necessary for the art of sequencing. Critical listening skills and inner hearing of written music through computer-assisted exercises will be stressed throughout the course.

ROCK ENSEMBLE

Full Year- 5 credits/Prerequisite: Grade 10, 11, or 12 and must own an electric guitar or bass and be able to bring it to each class. Students must have completed at least beginner level studies on their instrument. Enables students to grow in proficiency on their instrument and to be able to play various works by the artists who create American popular music. Through the study of these works, the student will gain an understanding of the recording techniques, instrumentation, form, chords, and rhythms needed to recreate and perform a musical selection. The primary focus of this ensemble will be performance-based with an emphasis on improvisation. The course will also encompass various influences of African and western European music and how they combine to create blues, jazz, and rock and roll. As part of the class, students will use a workbook to learn the music theory concepts necessary to understand, perform, and improvise rock music.

WIND ENSEMBLE

Full Year- 5 Credits/Audition Required

Prerequisite: Grades 10, 11, 12; Completion of at least one year of Concert Band

This course provides students with the opportunity to engage in the advanced study of instrumental performance. Intonation, tone, technical facility, breath control, ensemble playing, rhythmic accuracy, and sight-reading of music are emphasized. Individual intonation and ensemble intonation are crucial areas of development. The music selections challenge students to develop their expertise as instrumentalists in a cooperative environment. Successful completion of this course will prepare students to advance to a college or semi-professional setting. This course will encompass various musical styles and is designed to meet the needs of those students (grades 10-12) who excel in the advanced study of woodwind, brass, and percussion performance. In addition to the regularly scheduled Wind Ensemble period, there are required lessons that meet on a rotating basis one period per week. Also available to students in the ensemble are co-curricular activities including: Marching Band, Jazz Ensemble, Percussion Ensemble, Brass Ensemble, Pit Band and various solo opportunities. Students are encouraged to take a full four-year course of study in Concert Band/Wind Ensemble.

AP MUSIC THEORY

Full Year- 5 credits/Prerequisite: Participation in music department offerings for 3 years, and meet department criteria. This course is for the serious music student who plans to study or major in music in college. It prepares the student to take the AP Test consisting of a free-response section, multiple-choice questions, and a sight-singing task. It is taught at the first year college level and includes musicianship, theory, musical materials, and procedures. It will specifically include aspects of melody, harmony, texture, rhythm, and form, musical analysis, composition, history, and style. Also, specific skills such as dictation, listening, sight-singing, and keyboard harmony are taught. The student will develop and improve his/her ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. Students are required to take the AP Music exam.

PHYSICAL EDUCATION

HEALTH 9

One Quarter

Positive traits in mental health, personality, and stress and its role in a person's daily life are emphasized in freshman health. Safety and understanding human growth and development are also studied. The male and female reproductive systems and human sexuality are covered as well. Also, students will take an in-depth look at the AIDS/HIV virus as a serious health issue, including its effects on the body, modes of transmission and the responsibilities of each individual for reducing his/her risk of contracting the virus that causes AIDS.

HEALTH 10

One Quarter

The theory part of Driver Education is taught in sophomore year health. The course content is designed to educate the students in the proper attitudes, habits, knowledge and skills required of drivers in order to ensure safe driving techniques. Laws and penalties for intoxication and substance abuse while driving are explicitly reviewed to enable all students to gain a clear understanding of their existence and the implications for violations of these laws. The New Jersey driving exam is offered at the end of the course.

HEALTH 11

One Quarter

Junior health introduces students to first aid and helps them gain knowledge of the proper steps to take in an emergency situation. Common emergencies are discussed along with first aid and CPR. Cancer and non-infectious diseases are studied as well as nutrition in relation to healthy lifestyles and weight management. Identification of drugs, alcohol, tobacco, and illegal substances are studied as well as the short and long-term physical effects of use and misuse.

HEALTH 12

One Quarter

Senior health deals with family living and problem-solving techniques needed in early adulthood situations. It also includes the study of the male and female anatomy as well as pregnancy and modern methods of birth control. Numerous guest speakers representing groups and service agencies contribute to the classroom offerings with presentations on critical issues concerning the individual and society. The cause-effect relationships that may evolve among peer groups and family members as a result of drug/alcohol dependency, including possible intervention strategies through school or community resources, are also studied.

PHYSICAL EDUCATION 9, 10, 11, AND 12

Three Quarters each year

Physical education is required in all four years of high school. Students participate for three quarters in physical education and one quarter in health. Our physical education program is co-educational and emphasizes both team sports and individual activities. An emphasis is placed on personal wellness activities, which includes aerobic conditioning, upper body strength, and abdominal strength/endurance. Students with special needs may engage in course offerings modified according to their abilities. To promote a climate of inclusion, games, activities, equipment and rules may be adapted to accommodate everybody in the group or class.

SCIENCE

BIOLOGY / BIOLOGY 105

Full Year

The goal of this course is to introduce students to the study of living things. Through the use of hands-on laboratory activities, cooperative group work and collaborative projects and the use of technology, students will investigate areas of biological science that include ecology, biochemistry, genetics, evolution, and classification.

HONORS BIOLOGY

Full Year- Prerequisite: Meet department criteria

This course introduces students to the study of living things including ecology, biochemistry, genetics, evolution, and classification. There is a greater emphasis placed on the molecular approach, as well as areas of independent study. Lab activities, cooperative group work, collaborative projects, and technology-based lessons are included in this course. Emphasis is placed on the organization and interpretation of laboratory data.

ENVIRONMENTAL SCIENCE / ENVIRONMENTAL SCIENCE 205

Full Year- Prerequisite: Grade 10, 11, or 12, Biology and Algebra I

Environmental Science introduces students to the concepts that will enable them to become ecologically aware adults. Worldwide as well as local environmental problems will be explored. New ideas and solutions will be considered. Conserving natural resources, concepts in ecology relating to wildlife management, and pollution are topics that will be investigated. Class participation in discussions based upon research and current events will be emphasized. Laboratory experiences will be included as part of the class work.

CHEMISTRY / CHEMISTRY 305

Full Year- Prerequisites: Biology and Algebra I

Chemistry is the study of the composition and structure of materials and the changes they undergo. Topics discussed include matter and energy, atomic structure and the Periodic Table, chemical bonds, symbols and formulas, chemical equations and reactions, the study of the phases of matter, gases and solutions, acids and bases. Laboratory work is an integral part of this course as is the mathematical application of principles. Emphasis is placed on the organization and interpretation of laboratory data.

HONORS CHEMISTRY

Full Year- Prerequisite: Honors Biology and Algebra I and meet department criteria

Honors Chemistry involves an in-depth study of the basics of Chemistry. A detailed study includes information on the structure of atoms and molecules, the nature of chemical bonds, the relationships between elements, symbols, formulas and equations, reaction rates, chemical equilibrium and acid-base theories. Emphasis is placed on the organization and interpretation of laboratory data.

PHYSICS

Full Year- Prerequisite: Chemistry and Algebra II

This course is an excellent opportunity for the student to learn about the theories and concepts of the physical world. Topics of this course include the laws of motion, the universal forces of gravity, electromagnetism, and forms of energy. Students will participate in lab activities that reinforce the theoretical concepts. Computers are used throughout the course for graphing, data interpretation, and equipment interfacing.

HONORS PHYSICS

Full Year- Prerequisite: Honors Chemistry and Algebra II and meet department criteria

Honors Physics involves an in-depth study of the concepts of the physical world. Topics of the course include laws of motion, energy and conservation of energy, universal gravitation, and electromagnetism. Students will participate in laboratory activities to reinforce the theoretical concepts. Computers are used for graphing, simulations, data collection, and lab equipment interfacing.

FORENSIC SCIENCE

Full Year- Prerequisite: Grade 11 or 12, Biology

In a world where technology plays an increasing role in solving crimes, it is important that our students appreciate the role that forensics plays in modern criminal court cases. Forensic Science focuses on the analysis of evidence collection, the decomposition process, crime scenes, skeletal remains, toxicology, and document validity. Case studies and crime scenarios help students to understand the implications and complicated issues that are emerging as the science of forensics continues to develop. Field and laboratory investigations are a core part of this course as students employ the scientific concepts and principles applicable to the various scenarios studied.

MARINE BIOLOGY

Semester- Prerequisite: Grade 11 or 12, Biology

Marine Biology introduces students to the living organisms of the sea and the environment in which they live. Topics include the marine environment itself, the ecological relationship between organisms and the environment, and an in-depth look at microscopic plants and animals, water dwelling organisms and bottom dwelling organisms.

ANATOMY AND PHYSIOLOGY

Semester- Prerequisite: Grade 11 or 12, Biology

Anatomy and Physiology enables students to learn the fundamental information necessary to understand the human body and how it functions. This course will discuss essentials of anatomy, emphasize concepts and correlate structure with function. Lab activities include mandatory dissections, microscopic analyses, and computer simulations. Topics include cells and tissues, organs and their systems, senses, and development.

AP BIOLOGY

Full Year- Prerequisite: Grade 11 or 12, Biology or Honors Biology, and meet department criteria

Areas of study in AP Biology include molecular and cellular biology, the structure and function of plants and animals, and population biology. Students will participate in a number of AP lab activities throughout the course. In addition, students will be required to complete a summer assignment prior to September. The summer assignment will count as a homework assignment and this information will also be included on a test during the first quarter. Students will be required to take the AP exam in May.

AP CHEMISTRY

Full Year- Prerequisite: Grade 11 or 12, Chemistry or Honors Chemistry, and meet department criteria

This course is an expansion of the basic principles learned in Chemistry with the goal to prepare students for the AP Chemistry test. Acid and base theories, thermo chemistry, thermodynamics, kinetics, chemical equilibrium, electrochemistry, organic chemistry, and polymers will be studied. Laboratory experiments that reinforce the concepts learned in the classroom are an integral part of the course. This course is strongly recommended for all college-bound students who will be pursuing sciences, medicine, pharmacy, engineering or the physical sciences as careers. Students electing to take this course are eligible to enroll in the Middle College Program for college credit. In addition, students will be required to complete a summer assignment prior to September. The assignment will count as a homework assignment and this information will also be included on a test during the first quarter. Students will be required to take the AP exam in May.

AP PHYSICS

Full Year- Prerequisite: Grade 11 or 12, Physics or Honors Physics, and meet department criteria

This course will allow students a more in-depth study of the concepts of physics in order to prepare them for the AP Physics B test. Topics covered in the course include one and two-dimension motion, forms and conservation of energy, properties of light, electricity and magnetism, nuclear physics, and fluid dynamics. Students will participate in a number of college-level lab activities throughout the course. In addition, students will be required to complete a summer assignment prior to September. The assignment will count as a homework assignment and this information will also be included on a test during the first quarter. Students will be required to take the AP exam in May.

SCIENCE 107/207/307

Full Year- Prerequisite: Teacher recommendation

Students enrolled in these courses will be exposed to the basic scientific ideas in Biology, Environmental Science, and Physical Science. These courses are instructed in small classes and follow the same curriculum as the regular courses with the appropriate adaptations and modifications to meet individual student needs. Emphasis is placed on hands-on lab activities, cooperative group work, current events, and collaborative projects. Students enrolled in Biology (Science 107/207) will be introduced to the study of living things and will investigate other areas of biological science, including biochemistry, genetics, evolution, and classification. Environmental Science (Science 107/207) introduces students to the concepts that will enable them to be ecologically aware adults. Conserving natural resources, concepts in ecology relating to wildlife management, and pollution are topics that will be investigated. Physical Science (Science 307) explores topics in Chemistry and Physics, including measurement, Newton's Laws of Motion, work and energy, matter, chemical elements, and atomic theory. Lab activities are included as an important part of this course.

SOCIAL STUDIES

WORLD HISTORY 107

Full year – 5 credits/Prerequisite: Teacher recommendation

This course offers a survey of World History from 1600 to 1900. Students will study European, African, and Asian world issues. Students will develop social studies skills through the use of small group discussions, project-based learning, and technology infused into the classroom curriculum. It is designed to accommodate the individual learning styles of students. This course fulfills the social studies requirement for graduation.

WORLD HISTORY AND WORLD HISTORY 105

Full Year- 5 credits

These courses provide students with a survey of World History to the present. They will study the European, African, and Asian worlds during this time. Social, economic, cultural, and political developments will be the focus. A comparison among these areas and the interaction of them will show how imperialism, colonialism, foreign trade, religion, political philosophies, and global interdependence began and expanded to what it is today. Social studies skills, critical thinking skills, technological skills, research, and geography will continue to be emphasized.

HONORS WORLD HISTORY*

Full Year- 5 credits/Prerequisite: Meet department criteria

This curriculum involves a survey of World History from the end of the Middle Ages to the present. Students will examine the historical and contemporary interrelationships of individuals, societies, and cultures to help the student understand the issues and problems of our modern world. Skills, knowledge and understandings will be acquired to help them make intelligent, informed decisions about today's economic, cultural and political questions. The lessons of history, particularly from the non-Western world, will be emphasized. Students are required to read and write extensively and to participate in discussions. Research and independent reading will be expected.

U.S. HISTORY 107

Full Year – 5 credits

Prerequisite: Teacher recommendation

This course surveys United States History from 1890-1945. It is the first year of the two-year United States History requirement and partially fulfills the social studies graduation requirement. Project-based learning and technology are infused into the classroom curriculum. This course is designed to accommodate the individual learning styles of students.

U.S. HISTORY I AND U.S. HISTORY 205

Full Year- 5 credits

This is an in-depth survey of our nation's history from 1890 to 1945. One focus will be upon the social, economic, and political changes of the period and their effects today. Additionally, when periods such as the Great Depression are studied, there is a study of economics. When wars are the topic, other relevant international events will be scrutinized. Included will be the use of technology, Internet, student technological/historical presentations, research, geography, and the continued emphasis on skill development and improvement.

HONORS U.S. HISTORY I

Full Year- 5 Credits/Prerequisite: Meet department criteria

This is a rigorous study of American History. The student is expected to be fully involved in critical thinking, historical analysis, and writing assignments. The use of technology to research materials, develop theses, and support them, and to present their work orally is an important component of this course. Students will go into detail on cause and effect, geographic factors influencing decisions and the changes occurring in the nation socially, economically, and politically.

U.S. HISTORY 207

Full Year – 5 credits/Prerequisite: Teacher recommendation

This course surveys United States History from 1945 to the present. It is the second year of the two-year United States History requirement and fulfills the social studies graduation requirement. Technology and project-based learning are infused into the classroom curriculum. This course is designed to accommodate the individual learning styles of students.

U.S. HISTORY II AND U.S. HISTORY 305

Full Year- 5 credits

These courses will continue to survey United States History from 1945 to the present. The focus will be on the Cold War and the Civil Rights Movement as the major forces shaping our social, political, and economic futures. The Cold War will emphasize the post World War II role of the U.S. and its rise to international dominance in the political, military, and economic world of today. The Civil Rights Movement will demonstrate how the United States and its governing institutions were able to improve, and continue to do so, the equality of all Americans in all ways. Additionally, students will use the Internet, do research, study geography, do oral presentations, and improve their social studies and critical thinking skills.

HONORS U.S. HISTORY II

Full Year- 5 credits/Prerequisite: Meet department criteria

This course will continue the intensive study of United States history from 1951 to the present day. Students will understand how the events after World War II have shaped our country and guided our entrance into the twenty-first century. The Civil Rights Movement and the Cold War will be the center of the studies. It is expected that the student will be able to place the events, leaders, and causes into perspective and show how the United States has become the great nation it is today. Critical thinking and analysis, along with technology, the Internet, research, and oral presentations will be used and developed as social studies skills.

AP U.S. HISTORY II

Full Year- 5 credits/Prerequisite: Grade 11 and meet department criteria

This class will focus on the history of the United States beginning with the Age of Exploration and Colonial period to the 21st century. The students are expected to work at a high level of critical and analytical thinking. They will complete extensive and intensive reading of primary and secondary sources as well as analyze various historians' views. The students are required to write and participate in class on the college level.

FINANCIAL LITERACY

Semester- 2.5 credits/Prerequisite: Grade 10, 11, 12

This course explores the world of money management and finance. It is designed to teach students how to plan for a financially secure future by utilizing practical applications in the following areas: income and careers, money management, spending and savings plans, credit/debt management, critical consumerism, civic financial responsibility, and risk management and insurance. The purpose of this course is to have all students develop skills and strategies that promote personal and financial responsibility related to financial planning and charitable giving in the global economy. Students will learn how to make informed personal financial decisions, interpret data to develop short and long-term budgetary plans, and develop knowledge related to financial and investment planning, saving instruments, risk management, and insurance. In addition, they will explore changing economic and cultural trends present in the emerging global economy and uncover the impacts of those changes on the individual in that economy. This course is offered through both the Business and Social Studies departments and meets the 2.5 credit requirement in Financial, Economic, Business, and Entrepreneurial Literacy.

CITIZEN AND THE LAW

Semester- 2.5 credits/Prerequisite: Grade 11 or 12

Our system of government emphasizes the importance of the rights and responsibilities of individuals in our society, and our institutions are based upon that premise. With this in mind, a course entitled Citizen and the Law has been organized to offer juniors and seniors a semester elective course, which explains how the law works for the protection of the individual and for the protection of society from those who break the law. Topics explored include civil liberties, trial procedure, jury selection, crime, punishment, and the death penalty.

In addition to a research project, students are expected to continually improve their social studies skills. Students are expected to stay abreast of current events. Assignments will involve higher-level thinking as well as class discussions, analysis of primary documents and sources. Research, independent work, collaborative work, and decision-making are important to help develop leadership and independent thinking. The New Jersey Core Curriculum Content Standards will be followed. Within the class, the teacher and students will use the Internet to access information for research, homework and oral reports.

GLOBAL ISSUES: PAST, PRESENT, AND FUTURE

Semester- 2.5 credits/Prerequisite: Grade 11 or 12

In the post Cold War period there were new global challenges that have presented themselves and required the immediate attention of the citizens of the world. With this in mind, a course entitled Global Issues: Past, Present, and Future has been organized to offer juniors and seniors an elective course which examines various global issues, including their history and current state of affairs, while analyzing present and future actions taken to combat and rectify these problems. This course will examine the interdependency of nations and the global impact particular issues have on other countries. This course is offered to students who are interested in understanding the cause and effect relationships of these unique global challenges and how they have the potential to affect the quality of life for all human beings. Students are expected to stay abreast of current events. Assignments will involve higher-level thinking as well as class discussions and analysis of primary documents and sources. Research, independent work, collaborative work, and decision-making are important to help develop leadership and independent thinking. The New Jersey Core Curriculum Content Standards will be followed. Within the class, the teacher and students will use the Internet to access information for research, homework, and oral reports.

POP MUSIC AND HISTORY

Semester- 2.5 credits/Prerequisite: Grade 11 or 12

Pop Music and History will examine the cause and effect relationships, which answer these questions: Why did Americans listen to certain types of music at different times in our history? What were the societal and historical influences that contributed to the shaping of popular music during different periods? Students will examine the relationships among the Rolling Stones, Sinatra, The Supremes, George Gershwin, West Side Story, Grandmaster Flash, Bob Dylan, and many more, their music, and the American culture. Through the use of readings, videos, computer-generated materials, and, of course, recorded music of all types, Pop Music and History will study the development of popular music from Broadway to the blues, from jazz to country and western to rock.

PSYCHOLOGY

Semester- 2.5 credits/Prerequisite: Grade 12

An introduction to the study of human behavior which includes an inquiry into the meaning of psychology, theories of learning, mental disorders and dream interpretation. The problems of behavior adjustment and the difficulties of accepting parapsychology as a science are also studied.

TECHNOLOGY EDUCATION

INTRODUCTION TO TECHNOLOGY

Semester- 2.5 credits

This one-semester course encourages individuals to keep pace with a rapidly changing world. Students will have hands-on experience participating in projects that demonstrate the impact of technology on the individual and society. Design and problem solving processes, the evolution of technology, and the systems approach to understanding technology will be emphasized. Students will be presented with problem situations and be expected to design, build and test solutions.

CONTROL TECHNOLOGY AND INVENTION

Semester- 2.5 credits

This one-semester course addresses two major areas: control technology and invention. Students will work with a variety of devices (robotic, mechanical, electrical, etc.) used to control systems. In the invention phase, students will study the nature of inventing, the social and economical consequences of inventions, and the application of the design/problem solving process. Students will also identify, research, and develop solutions to real world problems. Prototyping the "real materials" and working them in harmony with computers will encourage students to think creatively.

ENGINEERING DRAWING I

Full Year- 5 credits

Engineering Drawing I will help in understanding how the traditional roles of the drafter/designer are changing. The transformation of an idea into reality invariably involves a drawing. Students will be introduced to proper drawing techniques and converting these skills to the computer. Some areas covered are one-view drawings, sections, and multi-view drawings. Students will use software programs to complete assigned problems. Students will have a better understanding of the careers related to the use of computer-aided drafting and design systems.

ENGINEERING DRAWING II

Full Year- 5 credits/Prerequisite: Engineering Drawing I

This full-year course is a continuation of Engineering Drawing I. Students will use software packages to understand detail drawings, advanced pictorials, auxiliary views, isometric and oblique, and some architectural drawing. The software will include a 3D program entitled Vector Works.

ARCHITECTURAL DRAFTING

Full Year- 5 credits/Prerequisite: Engineering Drawing II

This full-year course will discuss structures, the people who design them, and some of the rules and laws pertaining to their construction. Various software programs will be used to study house design as well as both interior and exterior remodeling. Scale models may also be constructed and used in conjunction with a computer-aided system.

TV PRODUCTION

Full Year- 5 credits

Students enrolled in this course will have the opportunity to work with "state of the art" television production equipment in the high school's television studio. TV production is just one part of the "billion dollar" communications industry and students will receive an orientation and hands-on training leading to the production of studio projects. These projects may include music videos, RHS news programs, working as crewmembers on off-site taping, and live programming such as morning announcements or interviews. Participation in some after school projects is a required part of the course.

TV STUDIO WORKSHOP

Full Year- 5 credits/Prerequisite: TV Production

In this course, experienced television students apply the skills learned in TV Production to produce programs used throughout the school and district, thereby furthering their skills in television production. Students will also be responsible for producing a morning announcement/news program for Rutherford High School, which will be both informative and entertaining to viewers. Students' work is often aired on Comcast Channel 12. As in TV Production, the creation of programming for RTV involves some required after school participation and commitment.

WOODWORKING TECHNOLOGY

Full Year- 5 Credits

This course offers the student the opportunity to explore the area of woodworking via the shop project. Machine woodworking, as well as skill in the use of hand tools, is emphasized. Knowledge of materials of industry, their makeup, use and strengths, along with the careers related to the industry, are taught. Safe use of all tools and machines is a constant practice.

THEATRE

THEATRE

Full Year- 5 credits

Open to any student interested in learning the basics of acting. This is a performance-based class where you will learn to use your observation skills to learn what makes people act as they do. Learn to imitate and create different types of personalities for the stage. Work with cameras to understand on-camera looks and language. Go back in time and create scenarios and places for an audience to visit.

THEATRE WORKSHOP

Full Year- 5 credits

Open to any student interested in Acting, Directing, Designing, or Stage Crew. If you have ever wondered how a play or TV show works and creates a story and setting, we will show you! Work as an actor, creating roles in scenes. Work as a director, creating staging and overall show design. Work as a makeup or costume artist, creating specific looks for specific people and times. Work as a designer, creating the look of a place. Work as a carpenter, creating rooms and settings. The possibilities are endless as you work to create a production that encompasses all your skills and visions.

TRANSITION

CAREER TRANSITION 1A & 2A

Semester- 5 credits/Prerequisite: Grade 9 or 10 and teacher recommendation

The course will enable our students to better deal with the demands and challenges of everyday life. The course will consist of study skills. The study skills component will include note-taking skills, time management techniques, study tactics, and organizational skills.

CAREER TRANSITION 1B & 2B

Semester- 5 credits/Prerequisite: Grade 9 or 10 and teacher recommendation

The course will enable our students to better deal with the demands and challenges of everyday life. The course will consist of basic life skills. The life skills component will focus on communication skills, social skills, community based instruction, daily living skills, and pre-vocational instruction.

CAREER TRANSITION 3A & 4A

Semester- 5 credits/Prerequisite: Grade 11 or 12 and teacher recommendation

The purpose of the course is to develop the ability to search for and maintain a job related to a career of the student's interest. The course will consist of occupational guidance and preparation. The course is designed to provide students with the important skills needed to function successfully as productive workers in the home and community.

CAREER TRANSITION 3B & 4B

Semester- 5 credits/Prerequisite: Grade 11 or 12 and teacher recommendation

The purpose of the course is to develop the ability to search for and maintain a job related to a career of the student's interest. The course will afford the student the opportunity to work as an intern. The course will provide the student with hands on opportunities in an area of the student's career interest.

TRANSITION

Semester- 2.5 credits/Prerequisite: Teacher recommendation

This semester course is designed to provide students with the self - advocacy skills necessary for post secondary life. During this course students will learn how to fill out applications for a variety of purposes including college, financial aid, bank accounts and lease/loan agreements. Employment readiness skills including application letters, resume writing, budgeting, and interview skills will also be developed.

VISUAL AND FINE ARTS

The art program has been developed to be flexible by providing a full range of semester course experiences to meet the needs of all students. This range would cover all vocational needs, in-depth experiences, and a core program for the art major. Art appreciation, history and career opportunities will be explored through studio experiences, field trips, and guest speakers.

BASIC DRAWING AND DESIGN I

Semester- 2.5 credits

This course is recommended as a starting point for all other art courses and serves as a prerequisite for Basic Drawing and Design II and Painting. It will provide the student with knowledge of drawing and design skills and techniques as applied through the use of Elements of Design. Two-dimensional and three-dimensional activities will be accomplished with black and white, color drawing media, color design media, (i.e., papers, boards, etc.) plus appropriate adhesives. Subject matter will range from drawing observation to imagination.

BASIC DRAWING AND DESIGN II

Semester- 2.5 credits/Prerequisite: Basic Drawing & Design I

Students will continue to develop advanced knowledge of two-dimensional and three-dimensional design. Commercial art (i.e., layout, graphic design, fashion, lettering) and advanced drawing skills will be introduced on an individual basis depending on the interest of the student.

ART BY COMPUTER DESIGN

Semester- 2.5 credits/Prerequisite: Basic Drawing and Design I

Computer Technology will be used as a vehicle to further explore the elements and principles of design that were introduced in Basic Drawing and Design I. Original artwork will be produced, using the computer. Adobe Photoshop and Adobe Illustrator software applications will be used to manipulate the images created in traditional media and to create new, original computer-generated art forms. Graphic design skills will be stressed.

CERAMICS I

Semester- 2.5 credits

Ceramics I will provide basic knowledge of hand building skills and techniques: pinch, coil, slab. Decorative, glazing and wheel techniques will be introduced.

CERAMICS II

Semester- 2.5 credits/Prerequisite: Ceramics I

Ceramics II will provide advanced hand building skills and techniques (i.e., modeling, size). Wheel thrown projects and advanced decorative and glazing techniques will be required.

PAINTING

Semester – 2.5 credits/Prerequisite: Basic Drawing & Design I

Painting will provide the student with basic knowledge of watercolor and tempera. Activities will focus on two-dimensional and three-dimensional painting skills and techniques, color theory and composition. The student will complete a series of exercises that will result in the ability to create a finished individualized project.

PHOTOGRAPHY I

Semester- 2.5 credits

In Photography I you will learn the process of making a black and white print from start to finish. You will use the manual 35mm cameras, load and develop your own film, expose and develop your own prints in the darkroom, as well as mount, display and critique your final prints. Elements of design and principles of composition will also be applied during this course. The course will conclude with a brief introduction to digital photography.

PHOTOGRAPHY II

Semester- 2.5 credits/Prerequisite: Photography I

More aesthetic in nature, this is a project-intense course that builds upon the knowledge and skills gained in Photography I. New concepts of lighting, color, composition and design will be applied to such fields as portraiture, photojournalism, still life product shooting and graphic design. Projects will be completed digitally, introducing you to the digital camera, iPhoto and Adobe Photoshop.

STUDIO ART

Full Year- 5 credits/Prerequisite: Basic Drawing & Design I and any one of the following: Basic Drawing & Design II, Painting, Ceramics I, II, Photography I, II, Art by Computer Design.

This course is designed for students who wish to continue to develop painting skills by working with acrylics and would like to be introduced to high and low relief sculptural forms. During the second half of the course, students will be able to further develop painting and sculptural skills, and pursue portfolio development under contractual agreements. Emphasis is on identifying individual needs and producing art pieces that will result in a strong, competitive portfolio. Preparation of portfolios will include mounting, matting, and photographing the art pieces for slide portfolio.

This course is well suited for the student who:

- has taken several semester art courses; and/or
- is pursuing art in higher education; or
- wishes to work in an art-related entry level job; or
- has been identified as being gifted and talented.

AP STUDIO ART

Full Year- 5 credits/Prerequisite: Completion of art courses in grades 9, 10, and 11, and meet department criteria

This course is designed for students seriously interested in the practical experience of art. The AP Studio Art is not based on a written examination; rather, students must submit portfolios for evaluation at the end of the school year. The portfolio must consist of Drawing, 2-D Design and 3-D Design. It encourages creativity, critical decision making in art, technical skills, and independent thinking. Quality, concentration, and breadth of art are the main concerns. The course demands serious commitment to the academic curriculum from students highly motivated in the art area. Work will be done both in and out of class.

This course is well suited for the student who:

- desires a second level of Studio Art; and
- plans to be an art major in college.

WORLD LANGUAGES

FRENCH I

Full Year- 5 credits

This course begins the development of the student's communicative competence in the four skills of language learning: listening, speaking, reading, and writing. Vocabulary and grammar are presented contextually and in logical sequence. The student increases his/her knowledge of francophone countries and culture through dealing with everyday situations such as greetings, a party, shopping for food. A variety of activities and techniques are used in the presentation and reinforcement of material. In addition to the textbook and workbook, transparencies, tapes, records, videotapes, films, filmstrips, and computer software are used. The student measures his/her progress through periodic proficiency testing in each of the four skills.

FRENCH II

Full Year- 5 credits/Prerequisite: French I

This course encourages students to continue developing their language and social skills and knowledge of French culture and the French-speaking world through a multifaceted approach including tapes, overhead transparencies, video cassettes and computer software as well as text and workbook. A variety of individual and group activities inside and outside of the classroom allows students to reinforce the four skills of language learning by participating in realistic situations such as writing letters and telephone conversations.

HONORS FRENCH III

Full Year- 5 credits/Prerequisite: French II and meet department criteria

This student-centered honors course makes use of technology to provide intensive work in the four skills. Students continue to develop communicative competence through units dealing with such topics as holidays, French secondary schools, French-speaking North Africa, and the professions.

HONORS FRENCH IV

Full Year- 5 credits/Prerequisite: French III Honors and meet department criteria

Advanced grammatical structures and idioms are emphasized. Reading for meaning and composition are stressed, as well as intensive listening and oral practice. In addition to French literature, current French magazines are used to supplement texts, tapes, etc.

AP FRENCH LANGUAGE

Full Year- 5 credits/Prerequisite: Honors French IV and meet department criteria

For those wishing to continue, an Advanced Placement program exists which includes intensive listening, speaking, reading, and writing practice, as well as a review of advanced structure. Students study French history in conjunction with selections from French literature. Students may also elect to do an intensive investigation of an author, period, theme, or literary movement or the study of a specific French-speaking country. Students electing this course are eligible to enroll in the Middle College Program for college credit.

LATIN I

Full Year- 5 credits

In the first year the goal is to teach the student to read Latin with comprehension and to write it with precision. Grammar and syntax are stressed as the foundation for language development. A basic Latin vocabulary is acquired and augmented by constant repetition in context. The social, cultural and historical aspects of the classics are examined in terms of their relevance to modern society.

LATIN II

Full Year- 5 credits/Prerequisite: Latin I

For those interested in continuing Latin, the second level extends the concentration on reading and writing. Conjugations, declensions, basic vocabulary, and derivatives are mastered within the context of reading. Instruction in English grammar serves to clarify by comparison or contrast the principles of Latin grammar. There is a continuation of the study of Roman history, culture and mythology.

HONORS LATIN III

Full Year- 5 credits/Prerequisite: Latin II and meet department criteria

Studying ancient culture promotes an appreciation of and sensitivity to ways of life, which are different from our own. In this third sequential year of Latin, students will continue to hone their skills in translation and composition, develop their vocabulary, expand their knowledge of Latin grammatical structures, literature and Roman life, culture and history. By the end of the course, students will be reading original Latin literature.

HONORS LATIN IV

Full Year- 5 credits/Prerequisite: Honors Latin III and meet department criteria

The main focus will be reading and translating Latin texts. An intensive grammatical review will supplement the readings. Texts will be based on aspects of Roman culture or introduction to Latin literature. The second half of the course is devoted to original Latin literature.

AP LATIN: VERGIL

Full Year- 5 credits/Prerequisite: Honors Latin IV and meet department criteria

The main focus of AP Latin will be the reading and translating of Vergil's Aeneid. The Aeneid is considered to be the premier model of Classical Latin poetry and fits at the beginning in a long tradition of Western literature. Students will be able to appreciate the beauty of this classic work in its original language while exploring relevant literary and cultural themes. This course will be organized with a view toward preparing students for the AP Latin Vergil exam. Students may earn 3 college credits for literature and/or foreign language requirements by scoring 3 to 5 on the exam.

SPANISH 107

Full Year – 5 credits/Prerequisite: Teacher recommendation

This course is designed to enable the student to attain a measurable degree of communicative competency and proficiency in listening and speaking. The method entails the substitution of a textbook with explanatory symbols. Pictures representing everyday words are strung together to form sentences. In addition, the teaching of Hispanic culture is an integral part of the program. This course meets the world language requirement for high school graduation.

SPANISH I

Full Year- 5 credits

The main objective of the Spanish program is to enable the student to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Grammar and vocabulary are logically sequenced and grouped to make their acquisition as natural as possible. The teaching of Hispanic culture is an integral part of the program, in which authentic and contemporary topics are presented. In order to insure a high interest level, a wide range of exercises and activities are used. In addition to a basic textbook and a workbook, overhead transparencies, tapes, films, filmstrips, videocassettes, records and computers are used.

SPANISH II

Full Year- 5 credits/Prerequisite: Spanish I

This course has been designed to create an atmosphere of challenge, variety, cooperation and enjoyment for the students. The students continue their study of Spanish from the introduction of new materials, through reinforcement, evaluation and review, presentations, exercises and activities, all of which are designed to span all four language skills. The students will use and reinforce these new skills while developing a realistic, up-to-date awareness of Hispanic culture. In addition to the basic textbook and workbook, overhead transparencies, tapes, films, filmstrips, videocassettes, records, and computer software are used.

SPANISH III

Full Year: 5 credits/Prerequisite: Spanish II

We continue to use an integrated approach to language learning from the introduction of new material, through reinforcement, evaluation, and review. The presentations, exercises, and activities are designed to span all four-language skills. Another characteristic of the course is that the students use and reinforce these new skills while developing a realistic, up-to-date awareness of Spanish culture.

HONORS SPANISH III

Full Year- 5 credits/Prerequisite: Spanish II and meet department criteria

While using the same text as Spanish III, the Spanish III Honors course delves more deeply into the nuances of the language, instills in the students an awareness of a powerful culture, discusses economic and political topics, makes a historical connection with the world, offers and analyzes selections from various literary periods and movements related to them, and encourages the students to use their critical thinking skills to make inferences and organize their learning into a coherent "big picture" of today's world.

HONORS SPANISH IV

Full Year- 5 credits/Prerequisite: Honors Spanish III and meet department criteria

Emphasis will be placed on more sophisticated grammatical constructions, idiomatic expressions, and composition. The students will strive for fluency in oral expression and will continue reading Spanish literature and current magazines.

AP SPANISH LANGUAGE

Full Year- 5 credits/Prerequisite: Honors Spanish IV and meet department criteria

For those wishing to continue, an Advanced Placement program exists which includes intensive listening, speaking, reading, and writing practice as well as a review of advanced structure. Students study Spanish and Latin American history in conjunction with selections from Spanish and Latin American literature. Students may also elect to do an intensive investigation of an author, period, theme or literary movement or the study of a specific Spanish-speaking country. Students electing this course are eligible to enroll in the Middle College Program for college credit.

SPECIAL PROGRAMS

- (1) **ADVANCED PLACEMENT PROGRAM**...An Advanced Placement Program will be available in the following areas: English, Social Studies, Science, World Language, Mathematics, Art, Computers, and Music. The Advanced Placement Program gives students the opportunity to pursue college-level studies while still in high school and to receive Advanced Placement or credit upon entering college. Examinations are administered in May of the junior or senior year. **STUDENTS WHO ENROLL IN AN AP COURSE ARE REQUIRED TO TAKE THE AP EXAM.**
- (2) **HONORS HUMANITIES SEMINAR**...The Humanities Seminar will engage participants in a voyage of discovery of the values that provide the bedrock of western civilization and the foundation of personal freedom. It will attempt to integrate the many bits and bytes of information from each major discipline into a comprehensive understanding of man's search for truth. The following major cultural epochs shall be covered: The Greek Experience, The Medieval Synthesis, The Renaissance Humanist, The Enlightenment vs. Romanticism and The Age of Alienation. Humanities Seminar is available to students in grades 11 and 12 who have demonstrated strong academic ability and may be taken for college credit.
- (3) **DUAL ENROLLMENT COLLEGE PROGRAM**...Earn college credits while still in high school through the FDU/Middle College Program and the Bergen Community College Dual Enrollment Program. For those students who wish to participate in the Middle College Program certain Honors and AP courses are approved for college credits. A reduced tuition fee is payable to FDU and upon successful completion of course work, students may earn 3 FDU college credits transferable to most colleges and universities across the country. All courses are dependent upon sufficient enrollment. For those who wish to participate in the dual enrollment program at Bergen Community College, some courses are approved for college credit. A reduced tuition fee of 50% is made payable to BCC. Upon successful completion of the course with a grade of a "C", the student earns college
- (4) **GIFTED & TALENTED SECONDARY MENTOR PROGRAM**...The Mentor Program affords qualified twelfth grade students the opportunity to complete a professional internship in an area of their choosing. Seniors who have demonstrated outstanding academic ability and who are eager to commit to the responsibilities of a relationship with a mentor are encouraged to apply for this program. Students and mentors tailor each program to meet their individual needs and schedules. The Mentor Program provides invaluable insights into potential careers.
- (5) **IRSC**...(Intervention Referral Services Committee) if a student is having difficulty in school; the student should be referred to the Intervention Referral Services Committee. The IRSC is a problem solving committee designed to develop and monitor interventions in the regular education setting in order to help students achieve success. If the interventions do not resolve the issues, the student may be referred to the Child Study Team for further evaluation.
- (6) **SPECIAL SERVICES**...The Child Study Team may provide consultative, preventive, and support services to all students, and may advise the general education staff regarding techniques, materials and programs for students experiencing difficulties in learning. If a student is suspected of having a disability, a request for an evaluation is made to the Child Study Team. If the Child Study Team, parent, and regular education teacher determine that an initial evaluation is necessary, a plan will be developed regarding the nature and scope of the evaluation. Written consent of the parents is required before such evaluations can be conducted.

In order to meet the needs of students who are ultimately classified as disabled, the high school offers a range of program options. Within the high school, departmentalized Resource Programs may be provided for students who are determined to be eligible for special education. These Resource Programs are taught by certified teachers and are available for replacement of regular instruction in basic subjects. Special instruction may also be provided either in small groups outside of the regular class or through supported instruction within the classroom. We always seek to provide the educational program in the least restrictive environment - in the home school - whenever possible. Further information about Child Study Team services is available by calling the Special Service Department at 201-438-7675 Ext. 7272.

GIFTED AND TALENTED - SECONDARY
RUTHERFORD HIGH SCHOOL
COURSE OFFERINGS

<u>GRADE</u>	<u>ENGLISH</u>	<u>SOCIAL STUDIES</u>	<u>MATH</u>	<u>SCIENCE</u>	<u>WORLD LANGUAGE</u>	<u>ELECTIVE AREAS</u>
9	Honors English 100	Honors World History	Honors Geometry	Honors Biology		Computer Programming I
10	Honors English 200	Honors U.S. History I	Honors Algebra II	Honors Chemistry	Honors French III Honors Spanish III Honors Latin III	Honors Accounting I Computer Prg. C++ Multimedia Design Web Page Design
11	Honors English 300 Honors Great Books Hon. Humanities Sem.	AP U. S. History II Honors U. S. History II	Honors PreCalculus	AP Biology AP Chemistry Honors Physics Honors Chemistry	Honors French IV Honors Spanish IV Honors Latin IV	Computer Prg. C++ AP Computer Sc: JAVA
12	AP English Literature Hon. English 400 Hon. Humanities Sem. Honors Great Books		AP Calculus Honors Calculus	AP Biology AP Chemistry AP Physics	AP French Lang. AP Spanish Lang. AP Latin: Vergil	AP Studio Art AP Music Theory

(AP = Advanced Placement)

Included in the offerings for the Gifted and Talented Secondary Program are such options as the Middle College Program, Foundation for Free Enterprise Seminars, Future Problem Solvers, Mock Trial, and the Senior Mentor Program. A number of co-curricular programs in the area of leadership are also available to selected students: Rotary Youth Leadership Conference, Washington Workshop, Leadership Training, Presidential Classroom, U. S. Senate Leadership Conference, New Jersey Governor's School and the New Jersey Scholars Program. The Gifted and Talented Secondary Program strives to meet the unique needs of our academically and creatively exceptional students. Therefore, innovative programs are developed on an ongoing basis.

GRADING SYSTEM

The grading practices and policies are as follows:

1. The grading system consists of twelve letter grades as follows:

A+	B+	C+	D+
A	B	C	D
A-	B-	C-	F

In equating daily/quarterly averages to the twelve-grade format, the following percentage equivalents shall apply in every department, but this does not preclude normal distribution of grades (curving of test results) in a particular set of tests to insure fairness to students as it applies to validity and reliability:

97 and above	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	53-62	F

The first number of the range is the minimum number to achieve the grade and the number averages shall not be rounded up.

2. The report card grades will be recorded in a numerical average and its equivalent letter.
3. Final Examinations at the high school will count as 1/5 of the final grade.
4. The final grade for a course is determined by the numerical average of all marking period averages. The final grade on a report card grade will be recorded in a numerical average and its equivalent letter. A student must achieve a final numerical average of 63 or above to earn credit in a course.
5. The following grade point average equivalents shall apply in determining the grade point average for a course:

A+	4.3	B+	3.3	C+	2.3	D+	1.3	WF	0.0
A	4.0	B	3.0	C	2.0	D	1.0	WP	1.0
A-	3.7	B-	2.7	C-	1.7	F	0.0	NF	0.0

A student must achieve a final numerical average of 63 or above in order to achieve the minimum passing average.
6. In grades 9-12, a pupil receiving three quarter grades of "F" – one of which results in a final failure – will be prohibited from attending remedial Summer School for said course. A pupil with three (3) or more F's may, however, attend summer school for said subject as a new course. One-semester courses are not affected by this section of this policy. A student who fails physical education with three (3) F's may not attend a remedial summer school.
7. Pupils have the right to see their grades, if they so request, at a time convenient to the teacher. Pupils are to be informed by their teachers of the grading system at the beginning of the course.
8. All homework will be discussed, graded, or checked. Regular assignments in English, Science, Mathematics, Social Studies, Business, Foreign Language, and Health will count as no less than 10% or more than 15% of each marking period's grade.
9. A quarter grade may include projects, research papers, laboratory performance, preparedness, effort, and class participation.
10. A quarter grade shall not include penalties for attendance, tardiness or behavior. Absences and approved school functions shall not count against a grade as long as the work which can be made up is made up within the appropriate amount of time.
11. Pupils who cut a class are to receive a zero (0) for all worked missed and shall not have the option to make up missed work.

CLASS RANK

The GPA and class rank shall be calculated as follows:

- All courses shall be included
- All students shall be included
- The weighted rank shall be used for all purposes.

Class Rank is the student's placement in the class according to Weighted Grade Point Average (Wt. GPA). Wt. GPA, is calculated by using the final letter grade point numeric average equivalents in each course, and then multiplying the numeric grade equivalents times the course credits producing the Wt. GPA.

Before doing final calculations, 0.5 is added to all final numeric equivalents in Honors and 1.0 is added for Advanced Placement courses for grades B- and higher.

The following areas shall be taken into account to calculate GPA: Final grades received; Number of credits attempted.

The following is an example of the method used to compute the GPA and rank:

Course	Final Grade	Numeric Average	Credits	Total Points
English I Honors	A	4.5	5	22.5
Algebra I	C	2	5	10
Physical Education	A+	4.3	3.75	16.125
Health	A	4	1.25	5
Basic Drawing	A	4	2.5	10
Environmental Science	C	2	5	10
World History	B-	2.7	5	13.5
Spanish I	A	4	5	20
Computer Programming I	A	4	2.5	10
			35	117.125

Divide credits into quality points to determine GPA.

$$\frac{3.346}{35} = 117.125$$

AP Courses

(*add 1)

- A+ = 5.3*
- A = 5.0*
- A- = 4.7*
- B+ = 4.3*
- B = 4.0*
- B- = 3.7*
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- F = 0
- WP = 1.0
- WF = 0

Honors Courses

(add *0.5)

- A+ = 4.8*
- A = 4.5*
- A- = 4.2*
- B+ = 3.8*
- B = 3.5*
- B- = 3.2*
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1
- F = 0
- WP = 1
- WF = 0

Regular

- A+ = 4.3
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- F = 0
- WP = 1.0
- WF = 0

GUIDELINES TO AUDIT A COURSE

1. The approval of the subject teacher, guidance counselor, and parent is required.
2. The request to audit must be made within the first ten school days of the course.
3. The subject teacher will determine the guidelines for work to be done.
4. Attendance is required; all course requirements, including tests, are required.
5. A notation of each audit will be recorded on the student's report card.
6. Course credit will not be given.
7. The grade of Au for audit will be given.
8. The subject will appear on the report card and permanent record.
9. The form for "Agreement to Audit a Course" must be completed and be on file in the Guidance Office.

GUIDELINES FOR ADDING/DROPPING A SUBJECT

Students who wish to add/drop a subject must see a counselor first. Written permission from a parent or guardian is necessary before a student will be permitted to add/drop a subject.

Teachers are not to send students to the Guidance Office with a note requesting that a subject be dropped. It is the responsibility of the teacher to discuss the possibility of a student dropping a subject with his/her counselor.

Procedure regarding dropping a subject:

- A. If a student drops a full year or first semester course prior to the last school day of September, no grade will show on the report card or permanent record.

Student will be required to sit in a class for the first two weeks. Guidance counselor will encourage the student to attend the class and to participate. After two weeks the guidance counselor will remove the student from the class if necessary.

- B. If a student drops a full year or first semester course after the last school day of September, W/F or W/P will be placed on the report card and the permanent record. W/F represents failing work at the time of classroom withdrawal. W/P represents passing work at the time of classroom withdrawal. A student must, however, maintain a schedule that carries 35 potential credits per year.

It should be noted that when a W/F or W/P is recorded, a W/F equals a zero (0) and a W/P equals a one (1) in the computation of Grade Point Average.

- C. The same procedure applies to second semester courses. If a student drops a second semester course prior the last school day of February, no grade will show on the report card or permanent record. The student will be required to sit in the class for the first two weeks. After the last school day of February, a W/P or W/F will be recorded.

Student will be required to sit in a class for the first two weeks. Guidance counselor will encourage the student to attend the class and to participate. After two weeks, the guidance counselor will remove the student from the class if necessary.

- D. Students are not permitted to drop a subject during quarter four.
- E. Students assigned a study period as a result of dropping subjects are not permitted an early release if the study is the last period of the day.
- F. If a student is enrolled in a full-year course and requires a lateral move due to level of difficulty (ex: Honors Geometry > Geometry or Geometry > Honors Geometry), changes will be made at the end of a quarter. No changes will be made during a quarter.

FAILED REQUIRED SUBJECTS

If a student fails a required subject, it must be repeated and passed in order to graduate from Rutherford High School. This can be done by either attending a summer school or repeating the subject during the regular school year.

A student will be permitted to repeat only one previously failed subject per school year. Students must receive written permission from their guidance counselor for summer school. On-line distance learning and correspondence courses are not accepted for credit.

Rutherford High School does not conduct a summer school. However, the guidance department does have brochures available describing offerings at neighboring schools. When necessary to attend summer school, students are required to consult with their guidance counselor and receive written permission before enrolling in a summer school program.



NOTES