Tenafly High School
Program Of Studies
2015 2016
Students and Parents:

Tenafly High School provides a comprehensive program of studies for its students. The curriculum addresses the needs of individual students and at the same time prepares them for the future. Students with diverse backgrounds, abilities, and interests have the opportunity to work together to develop mutual respect. Through our academic, fine and practical arts, physical education, athletic, and extracurricular programs, this school provides challenges and rewards for all its students.

Dora P. Kontogiannis, Ed.D.
Principal

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Telephone: (201) 816-6600

Program of Studies Cover by:
Samantha Simotas ’17
Photography by:
Ms. Pacheco’s Photography Classes
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PHILOSOPHY

The philosophy of Tenafly High School is to provide each student with an education that will develop the highest degree of individual excellence. We believe the primary responsibility of the school is to create a safe and caring environment that encourages learning and personal fulfillment and promotes the growth of self-discipline, responsibility and self-expression, as well as moral, intellectual and aesthetic values. We believe in respecting and valuing diversity, fostering social cooperation and good sportsmanship, and guiding students through the processes of critical thinking, problem-solving and decision making in order to adapt successfully and contribute as a positive force in their future communities.
INTRODUCTION

Important Information for All Students and Parents

The adolescent years present challenges and opportunities for growth. We try to fill those years with programs and activities that develop skills, stimulate interest, and challenge students, regardless of their needs and aspirations. We look forward to helping our students plan a meaningful high school program.

The Tenafly High School program is not a collection of isolated courses; rather, it is a system of learning experiences designed to help students grow academically as well as physically and socially/emotionally. We call this type of learning the education of the whole child. Each course builds upon previous ones. Therefore we stress the importance of developing a four-year plan, rather than selecting a course or program in isolation. We include a four-year program plan worksheet at the end of this guidebook. Consult Using This Guide, page 3, for an explanation of this worksheet.

We urge students to look over this guidebook with care. Changes are made each year, and it is important that students base their planning on accurate and current information.

COUNSELING SERVICES FOR STUDENTS

A counselor's responsibility reaches far beyond merely scheduling students into a program of studies. Each counselor is assigned to guide and counsel students throughout the high school years. The counselors attempt to get to know students’ unique needs and try to help them recognize and fulfill their many potentials. Counselors assist students in the selection of a realistic and satisfying academic program which they support by providing information about further education and career decisions.

In addition to counseling related to academic issues, counselors assist with the personal, social and emotional growth of their assigned students. They also work closely with teachers, parents and other professional and community resources. The counselors and case managers are listed in the staff directory.

CHOOSING A PROGRAM

The Program of Studies Guidebook outlines students’ possible choices for next year and includes the information needed to plan their program. There is a wide range of courses, even within certain graduation requirements.

A four-year program, which includes the required courses in English; social studies; mathematics, science; world language; visual and performing arts; 21st century life and careers or career-technical education; financial, economic, business and entrepreneurial literacy; physical education, family life, and driver education; and technological literacy provides each student with an essential educational base. This core of knowledge and skills will allow students to pursue many career and educational options in the future.

If a student is considering enrolling in honors or Advanced Placement programs, it is recommended that he or she enroll in a maximum of four honors and/or Advanced Placement courses. All students and their parents should think carefully about the impact of enrolling in multiple classes of the most rigorous courses available, considering the hours of work required by such courses and the need to balance academic work with extracurricular activities and a healthy lifestyle. When mapping the student's individual plan, students and parents should review the realistic expectation of each selected program with the counselor, teachers, and administrators. Students who elect a sixth course plus the Physical Education and Family Life program are strongly advised to enroll in fewer than four honors and/or Advanced Placement courses.
When a student chooses electives, he or she may want to pursue additional academic subjects and/or select a more extensive program of courses in the arts, business, or technological disciplines. If the student’s future plans include college (especially a highly competitive one), specific college entrance requirements should be checked.

Prospective NCAA student-athletes must work closely with their school counselor to ensure selected studies and course placements are NCAA approved. Updated information regarding approved courses as well as overall NCAA requirements is available through the Guidance Department and the NCAA Eligibility Center website: http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp

Students entering 9th grade with specific vocational plans may choose to attend the Bergen County Technical High Schools for half a day in addition to their academic program in Tenafly.

Whatever a student chooses, he or she should take the time to think about personal interests, talents, long-term goals, and possible career choices. Students should talk them over with parents, teachers and counselors to make sure their program selection is the best one for them.

**USING THIS GUIDE**

Students and parents should read the entire guide carefully, especially the following introductory sections. It contains vital information that students will need in deciding their program.

Subjects are arranged by department. The table of contents on the first page will help the reader find the subject area. In each area, the graduation requirements are stated, often followed by an overview of the curriculum. A chart is provided to help readers visualize the sequences of courses. A student’s choices for next year should fit into an overall four-year plan (See Addendum B)

Readers should consult the course listings. These include registration number, grade, credits offered, prerequisites and a brief description of the course. Some of the prerequisites call for a student to have department or committee recommendation. Students should consult with their counselor about placement in these courses.

In addition to academic program choices, this guidebook contains sections on sports and other extracurricular activities.

**NOTE:** All courses/programs are subject to approval by the Board of Education.

**DEVELOPING A FOUR-YEAR PLAN**

Students should use the worksheet in the back of this guidebook to plan a program encompassing all four years of high school. They should write their tentative choices in pencil so they can make changes at a later time. Students should also keep it as a guide throughout the four years, updating it each year to accommodate their needs. After making or updating a student’s four-year plan, he or she should use the sample registration form on the reverse side of the worksheet to pencil in his or her choices for next year. Students will be required to register for the course(s) recommended by the subject area department. (See The Registration Process.) Parents and students should review the worksheet together before final registration is made.

Students should also use the chart in the back of this guidebook to determine which courses can be used to satisfy state graduation requirements in the various subject areas (e.g., 21st Century Life and Careers, Visual and Performing Arts, etc.).
REGISTRATION PROCESS

COURSE RECOMMENDATIONS & APPEALS PROCESS

Course level placement recommendations are made for each student based on the assessment of our professional faculty. The faculty recommendations are based upon the student’s demonstrated educational performance and needs and the teachers’ knowledge of the expectations of the courses in their departments.

Course level placement recommendations may be appealed in writing to the teacher, whose decision, in turn, may be appealed to the Content Area Supervisor, Vice Principal, and Principal. Students must use the official appeal form, which is available as Addendum F in this document and online on the THS website.

Addendum E of this document outlines the detailed appeals process, which is also posted online.

If a student wants to appeal a course level recommendation, the student must meet with his/her guidance counselor (and case manager, if applicable) to discuss the student’s planned appeal(s) and possible ramifications for the following year’s desired academic program. For each planned appeal, the student must obtain the signature of the guidance counselor (and case manager, if applicable). The student should submit the appeal form directly to the teacher(s) of his/her course.

All appeals must be submitted to teachers no later than February 15 or the first school day thereafter. Students may not take more than two courses at a level higher than that for which they were originally recommended.

SCHEDULING AND LEVEL CHANGES

Program Changes: Adding and/or dropping courses and level changes

Selecting courses is the combined responsibility of the student, parent and counselor. A student's schedule is the result of a prior planning process shaped by the student’s educational needs, interests, and desires. During that process, teachers will make course placement recommendations, and school counselors and other personnel will provide guidance to students and their parents to help them make informed choices, and to maintain awareness of available options and the longer range impact of course selections. The results of this process are then used to build the master schedule, balance class sections, and equalize teaching loads. However, students sometimes seek schedule changes after the school year begins. To minimize the problems that result from inappropriate student-initiated change requests, the following procedures will be implemented:

1. During the first week of school, the Guidance Department will attempt to quickly resolve requests that reflect the following:

   a. A scheduling error resulting in an incomplete or inaccurate program
   b. Changes warranted by summer school makeup;
   c. Course addition(s) that do not require course drops
   d. Previous failure or noted conflict between student and assigned teacher;
   e. Level changes initiated by Content Supervisor.

   Only requests that reflect these circumstances will be processed during the first five days.

2. Counselors will meet with students to consider additional kinds of schedule change requests. In petitioning for a change, students should be prepared to discuss why the results of the planning process are no longer appropriate. Students are advised that personal convenience and/or preference do not justify a change. Changes that will not be considered:

3. Simultaneous changes (changing two or more courses at a time) will not be processed until after the first week of school, and will then be subject to special review by the Guidance Department to ensure appropriate progress toward graduation requirements.
1. Teacher preference;
2. Lunch considerations;
3. An interest in joining friends in particular class;
4. Moving Driver’s Education.

3. If a course is dropped between the beginning of the school year and the end of the first week after quarter 1 interim progress reports are available to parents, nothing will be noted on the transcript. If a student drops a course after the above designated time period through the end of the first quarter, a WF or WP will be noted on the transcript. In order to receive a WP at the end of the first quarter, a student must complete and submit a drop form two weeks prior to the last date of the first quarter. If a student does not complete and submit a drop form, the letter grade he/she earned for the first quarter will be posted. If a letter grade has been posted, the student must remain in the course until the end of the year. Seniors who drop a course after the designated time period will be required to notify colleges about the changes in their academic program. Extenuating circumstances will be referred to the Principal, Vice Principal, and/or Director of Guidance.

4. Any and all level changes require the approval of the Content Area Supervisor in collaboration with school counselors and case managers as warranted. These changes are dependent on the availability of space in an appropriate class. In these instances, the original course will not be noted on the transcript, and the receiving teacher will factor in the student’s work in the original course in determining a semester grade. Any and all appeals for requests of course changes will be heard by the Vice Principal who in turn will make a recommendation to the Principal.

**GRADUATION REQUIREMENTS**

Readers should refer to the table found on Addendum A at the end of the Program of Studies.

Updated: Graduation Requirements for the classes of 2016, 2017, and 2018 – Please visit the NJ Department of Education link regarding demonstrating proficiency in both ELA and Math: [http://education.state.nj.us/broadcasts/2014/DEC/02/12606/updated%20graduation%20requirements.pdf](http://education.state.nj.us/broadcasts/2014/DEC/02/12606/updated%20graduation%20requirements.pdf)

**Tenafly High School Graduation Requirements**

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<td>US History (Grades 11 – 12)</td>
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<td>Mathematics*</td>
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<td>Science**</td>
<td>17-18</td>
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<td>World Language</td>
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<td>Visual and Performing Arts</td>
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<td>21st Century Life and Careers, or Career-Technical Education</td>
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<td>Financial Economic Business and Entrepreneurial Literacy (2010)</td>
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<td>Family Life, Driver Education</td>
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<td>Technological Literacy – Integrated throughout curriculum</td>
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*Mathematics-15 credits including algebra 1 and geometry or the content equivalent and a third year that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st Century careers. ** Science-15 credits including at least five credits in laboratory biology/life sciences or the content equivalent, an additional laboratory/inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course.

Required for a Diploma: 120 Credits

CREDITS

A student must earn a total of 120 credits to graduate from Tenafly High School. In order to progress to the next grade level, students should have the following number of credits at the end of each year:

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<th>Grade</th>
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</tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>10th</td>
<td>60</td>
</tr>
<tr>
<td>11th</td>
<td>90</td>
</tr>
</tbody>
</table>

As long as a student is enrolled in Tenafly Public Schools and is an active student at Tenafly High School, coursework he/she engages towards the minimum required graduation credits must be earned in courses approved in the Tenafly High School Program of Studies. All students must take a minimum of 6 courses a year including PE/Health to be considered a THS student.

Tenafly Middle School students taking courses at Tenafly High School may have those courses noted on their transcript but will not receive high school credit or GPA points.

Most semester-courses receive 2.5 credits and yearlong-courses receive 5 credits. Yearlong science courses with weekly laboratory double-sessions receive six credits.

Course credit is not applied until the completion of the course. For a semester-course, 2.5 credits will be issued at the end of the semester for students who have passed the class. For a yearlong course, 5.0 or 6.0 credits will be issued at the end of the second semester for students who have passed the class. Partial credit will not be issued for any courses.

All full year courses will include an end-of-course cumulative assessment; some may include a mid-course assessment. Senior students may be granted exemption from the end-of-course cumulative assessment based on maintaining an A-grade average by the last school day in May. Information about exemptions can be found in the “Grading” section below.

For students who do not receive a passing grade during the year, summer school may be an option, although course selection is limited. Students may not repeat a course for credit for which they have previously received credit.

Note that some courses provide course credit toward the total number of credits needed for graduation, but do not satisfy subject-area requirements. For example, a student taking Creative Writing will receive 5 credits toward the graduation requirement of 120 credits, but this course cannot be used as a substitute for a regular English course to meet the English graduation requirement of 20 credits.

Students may make up credits or accumulate new ones only if Summer School application form is completed. Those students who leave school after age 16, without meeting the graduation requirements, are encouraged to enroll in a high school equivalency course or attend an adult evening high school in order to qualify for a New Jersey High School Equivalency Certificate.
GRADING AND ASSESSMENT

Grades will be reported at the end of the first quarter (Q1), end of the first semester (S1), end of the third quarter (Q3), and end of the second semester (S2). A grade for the final cumulative assessment in full-year courses and a final grade for all courses will also be reported. Only the final grade for each course will be reported on the student’s transcript.

Except for students who are exempt (as per the Senior Exemption guidelines below) from taking the end-of-course assessment for full year courses, all students must take the June end-of-course assessments.

A student who does not complete the end-of-course assessment/project for a full year course will receive a grade based on the teacher’s evaluation of the work accomplished throughout Semester 2 unless otherwise approved by the Vice Principal. The end-of-course assessment grade will be factored in as an “F”; this will count as 10% of the end-of-course grade.

Final grades for full-year courses will be determined and credits will be awarded according to the following guidelines:

- S1 = 45% of full-year grade
- S2 = 45% of full-year grade
- Final Assessment is given at the end of the year and is based on year-long course work
- Final Assessment = 10% of full year grade
- If a senior student is exempt from the Final Assessment, then S1 = 50% and S2 = 50% of full-year grade
- S1 may include a mid-year assessment (test, project, portfolio, etc.), which will be less than or equal to 10% of S1 average
- Credit is awarded upon successful completion of the course work

Mid-and End-of-Course Assessments

End-of-course assessments equal 10% of the end-of-course grade.

For full year courses, Semester 1 may include a mid-course assessment (test, project, portfolio, etc.) which is less than or equal to 10% of the Semester 1 average.

The June administration of end-of-course assessments will be announced and posted by March 15th.

End-of-course assessments for Semester 1-only courses or quarter-year courses (Q1, Q2, Q3) will be administered at the end of the semester or quarters respectively as communicated by the teacher.

The June administration of end-of-course assessments for full year courses is based on year-long, cumulative course work.

Supervisors and teachers reserve the right to administer approved cumulative projects, portfolios, or other forms of assessment in lieu of traditional “final exams.” Cumulative projects, portfolios, or other form of assessments equal 10% of the end-of-course grade.

Semester 1 = 45% of full year grade
Semester 2 = 45% of full year grade
Final Grade for full year course = S1 (45%) + S2 (45%) + Final Assessment (10%)
Students who miss an end-of-course assessment due to extenuating circumstances will have their situation reviewed by the Vice Principal. If it is determined that the student has missed the end-of-course assessment under unavoidable circumstances, a makeup end-of-course assessment will be approved.

After an end-of-course assessment makeup exam is approved, the student must make arrangements with the appropriate Content Area Supervisor, teacher, and school counselor regarding time and location of the makeup end-of-course assessment. A grade of incomplete will be given to the student until the makeup exam has been taken and evaluated.

Credit is awarded upon successful completion of the course work which includes the completion of the end-of-course assessment (except for students who are exempt).

Except for students who are exempt (Seniors Only – see Senior Exemptions section) from taking the end-of-course assessment for full year courses, all students must take the June end-of-course assessments.

A student who misses a June end-of-course assessment for a full year course without the Vice Principal’s determination of “extenuating circumstances” and subsequent approval will receive a grade based on the teacher’s evaluation of the work accomplished throughout Semester 2. The end-of-course assessment grade will be factored in as an “F”; this will count as 10% of the end-of-course grade.

**Request to Take a Mid- or End-of-Course Assessment on Alternative Date**

Request to take a mid- or end-of-course assessment on an alternative date (i.e. date other than the assigned date per the announced and posted schedule), must be made to the Vice Principal. If the Vice Principal approves an alternative administration, the student must make arrangements with the appropriate Content Area Supervisor, teacher, and school counselor regarding the alternative date.

For assessment integrity, alternative dates will generally not be approved prior to the scheduled date of the assessment. If an earlier administration is approved, the assessment will be in a different form than the assessment administered on the scheduled date.

**Senior Exemptions**

Students participating in Senior Options (explained in a separate section below) complete class work on a date to be specified in May and do not take the June end-of-course assessments. The date in May for Senior Options will be announced and posted by March 15th.

In addition, seniors who have a cumulative A- grade by the last school day of May in full year courses will be eligible for exemption from taking the June end-of-course assessment. Students must not have been denied credit for exceeding the maximum absence limit and must not have had their IDT privilege revoked at any time during the current school year. In addition, students must have the teacher’s recommendation to be eligible for the exemption. The Vice Principal and Supervisor of Students reserve the right to make the final determination regarding a student’s exemption eligibility and/or status.

If a senior student is exempt from the June end-of-course assessment, then the final grade will be calculated as follows:

Final Grade for full year course = S1 (50%) + S2 (50%)

**INCOMPLETES**
Students have five school days after report cards are issued to make up incompletes unless a written agreement outlining another arrangement is completed by the teacher, student and parent.

**ACADEMIC UNITS FOR COLLEGE ENTRANCE**

Students preparing for college should be aware of the general college entrance requirements as they plan their high school programs. Most colleges require a minimum of 16 academic units, with one unit equal to five of our credits, or one full year of a traditional academic subject. This includes English, social studies, mathematics, science, and world languages. Tenafly's basic graduation requirement will provide 16 academic units except for some ELL students.

In addition, some colleges may have particular entrance requirements. These requirements should be considered in planning a program. To check these requirements, students should consult with their school counselor and individual college websites/admission offices. Student athletes who wish to pursue athletics at the college level should take additional care when making course selections as the NCAA has specific rules and requirements.

**CAREER EXPLORATION**

Career exploration, mandated by the New Jersey Department of Education, is not a formal course, but an organized program of classroom and counseling department sponsored activities. These activities help students begin the process of career exploration. Every classroom teacher will devote at least one lesson each semester to career education. Counselors provide the other half of the career exploration curriculum via college and career information, individual and group counseling, and guidance. Additional support and information on colleges and careers is available in the College Career Counseling Center.

**A PROGRAM FOR EVERY STUDENT**

In each of the academic subject areas, courses are distinguished by varying degrees of difficulty, demand, depth and challenge. These distinctions create options for students to learn in an environment commensurate with their capabilities and commitment. Courses differentiated by ability levels provide all students the opportunity to experience academic success and develop those competencies required for further learning in the field.

Each department, prior to registration, uses certain criteria that include standardized testing results, student grade performance, the level of a particular course and teacher evaluation to determine student eligibility for courses which require department recommendation. (See “The Registration Process”.)

**STANDARDIZED TESTING**

In 2015 students will be assessed using PARCC. The class of 2016, 2017 and 2018 will need to demonstrate proficiency on the PARCC or via an ACT, SAT or PSAT score or via the NJDOE’s portfolio appeal process. Students who do not demonstrate proficiency on the NJASK8 will be required to attend the PASS Program for remediation.

**GRADE POINT AVERAGE (GPA)**

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<th>Grade</th>
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<th>AP/H</th>
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**NOTE:** WP (Withdraw Pass) is not included in grade point average; WF (Withdraw Fail) is included as a grade of "F".

Program of Studies Flowcharts for courses are color-coded as follows:

- CPB = College Prep B Blue
- CPA = College Prep A White
- Adv = Advanced courses Orange
- H = Honors Yellow
- AP = Advanced Placement Purple

The Valedictorian and Salutatorian will be selected from the members of the senior class at the end of the second marking period, senior year. To be selected for this honor, the student must have completed at least 60 credits in Tenafly's regular academic program. Cumulative grade point average will be calculated up until June of the senior year, and this information will be included on the student’s permanent record.

**ACADEMIC HONORS**

Students are selected for Highest Honors or High Honors on the basis of the cumulative grade point average. To be eligible, a student must earn 30 credits after one year, 60 credits after 2 years, 90 credits after 3 years, and 120 credits by graduation. Highest Honors are awarded to students with a Grade Point Average (G.P.A.) of 3.95 or better and High Honors for a G.P.A. of 3.75 to 3.94.

**CLASS RANK**

Class rank is generally an internal measure controlled by the individual schools. In the increasingly competitive post-secondary world, class rank holds minimal benefits for the majority of students. The goal of Tenafly High School, on the other hand, is to place each and every student in the most advantageous position toward his/her future goals in the global marketplace. Therefore, Tenafly High School does not rank its students. However, a Valedictorian and Salutatorian are named for each senior class at the end of the 7th semester. All courses at THS are used in computing GPAs. College courses or special programs taken during the year cannot be used for credit toward high school graduation nor noted on the transcript.

**Forwarding Senior Year Grades to the Colleges**

Senior year grades are an integral part of a student’s academic record which we are obligated to report to college admissions personnel. During the entire senior year, counselors will share with the colleges all academic information which is requested. Thus it is vital for seniors to maintain good grades, all of which will be forwarded to the colleges per the following timelines:

**During the Fall:** Up until the end of the first marking period, a copy of the student's course of study will be provided to the college. As soon as interim report cards are issued, students may request that their grades be sent to college(s).
End of Fall Semester: A copy of the report card will be forwarded.

During the Spring: Interim grades will be forwarded if requested by the college.

At the End of the School Year: End-of-year reports will be forwarded.

PERMANENT RECORDS AND TRANSFER OF CREDITS

A student's high school record begins at the ninth grade level. The major portion contains a listing of courses taken, grades received, and grade point average.

Students are encouraged to inspect these records annually to verify their accuracy and use them as a basis for a conference with their counselors to determine progress and future plans. The contents of the permanent record are available for parents as well. To release information, a consent form must be signed by a parent or an 18 year-old student.

The following guidelines are used for the transfer of credits and grades earned by students who transfer in to Tenafly High School from other high schools:

Parents/Guardians must provide THS with the student’s official transcript. If the transcript is written in a language other than English, the parent must have the transcript translated and converted by a professional credential conversion service approved by the THS School Counseling Office. Pass/Fail will be used on transfer transcripts with grades that do not convert to Alpha grades.

The School Counseling Office, under the supervision of the Director of Guidance, will evaluate each transcript. Transfer grades will not be averaged into a THS cumulative GPA. Grades for transfer students who enter Tenafly High School during the school year will be provided to each teacher by the counselor and will be used in conjunction with grades earned at Tenafly High School to determine the final grade.

COURSES TAKEN OUTSIDE OF TENAFLY HIGH SCHOOL PROGRAM

As noted above, middle school students taking courses at the high school will have those courses noted on their transcript but will not receive high school credit or GPA points.

Pursuant to N.J.A.C. 6A:8-5.1(a)(2), the Tenafly Public School District permits students to participate in student learning opportunities and courses outside of those offered in THS which meet or exceed the Core Curriculum Content Standards and which are aligned with individual interests, passions and career goals. In order for an enrolled THS student to complete a learning opportunity or course outside of those offered at THS and have that learning opportunity or course reflected on his/her transcript, approval must be granted in writing on the official school form and the student must adhere to the guidelines listed below.

Please note that non-weighted credit will be awarded for all such courses and will not be included in the student’s GPA. Grades for approved learning opportunities/courses will be reflected on the student’s transcript with the designation of “P” (Pass), “F” (Fail). Students may also obtain a “W” (Withdrawn) as indicated in #4 below.

1. The student should first meet with his/her School Counselor. The School Counselor will work with the student and his/her parent(s) to review the student's transcript and clarify the intent of the request. The School Counselor will also clarify how the request supports the student's 4-year plan and his/her post-secondary goals.

2. The student must then meet with the appropriate Content-Area Supervisor to present the proposed learning opportunity/course including, if applicable, its institutional affiliation. The Content-Area Supervisor will
assess the standards, course requirements and curriculum of the proposed learning opportunity/course to ensure, among other things, that the learning opportunity/course meets or exceeds the Core Curriculum Content Standards. The Content-Area Supervisor will assess the proposed learning opportunity for overall rigor and expectations in comparison to the corresponding Tenafly High School offering, if applicable.

3. If the request is endorsed by the School Counselor and the Content-Area Supervisor, it will continue to the External Course Review Committee for final approval. The committee, chaired by the Vice Principal, comprises of the Director of Guidance, a designated Content-Area Supervisor, and a designated School Counselor. Participation in acknowledged student learning opportunities and courses outside of the THS Program of Studies is predicated on the application and approval process. Final approval on the official school form must be obtained for an enrolled THS student to enroll in and complete a learning opportunity or course outside of the THS program and for that learning opportunity/course to be reflected on his/her THS transcript. Coursework and learning opportunities which are denied may be appealed to the Principal. Deadlines for submission are June 1st for Summer and/or Fall Semester coursework; January 1st for Spring Semester coursework. Course work and learning opportunities which are denied by the External Course Review Committee may be appealed to the Principal within 10 school days from the original confirmed denial of the proposal. For remedial courses, please see #5.

4. If the student drops the approved student learning opportunity/course outside of the courses offered at THS within 5 weeks of the start of the experience/course AND informs their school counselor in writing, nothing will be noted on the THS transcript. If the student drops the approved student learning opportunities and courses outside of the courses offered at THS between 5 - 8 weeks after the start of the experience/course AND informs their school counselor in writing, a “W” (Withdrawn) will be recorded on the THS transcript. The student will be issued a pass or fail grade on the THS transcript after 8 weeks of the start of the experience/course and will not be eligible to receive a “W”.

5. Students may register for a maximum of two remedial courses per year taken outside of the THS Program of Studies. The original course which the student failed remains listed on the student’s THS transcript with the corresponding grade, F, and without awarded credit. The grade/credits obtained in the approved remedial school course are included on the student’s THS transcript separately... Remedial coursework requires the approval of the student’s school counselor and the appropriate Content Area Supervisor upon the immediate determination of the student’s current failing grade. Request for/Approval of remedial coursework does not go to the External Course Review Committee. New courses taken for the first time for advancement purposes require approval prior to registration, following the guidelines outlined above.

6. Students may have the option of taking a course online rather than attending a traditional summer school program. Students may only take one new course or two remedial courses online. These courses also require approval as outlined above.

7. Learning opportunities/courses taken outside of Tenafly High School, whether in the summer or during the school year, with the purpose of meeting prerequisites or for advancement into a higher-level course, will appear on the student’s transcript if it is approved using the process outlined above. Non-weighted credit will be awarded for such courses and will not be included in the student’s GPA. Grades for approved learning opportunities/courses will be reflected on the student’s transcript with the designation of “P” (Pass) or “F” (Fail).

8. Before credits are awarded for approved courses, an official transcript or school record must be received and reviewed by the School Counselor.
9. Before credits are awarded for approved learning opportunities, the student must demonstrate satisfactory performance, as assessed by the appropriate Content-Area Supervisor.

10. At the discretion of the Content-Area Supervisor, a student completing an approved learning opportunity/course may be required to complete a THS or other THS-approved formal assessment, to verify student achievement in meeting or exceeding the Core Curriculum Content Standards, to receive credit for the learning opportunity/course. This will be determined and communicated at steps 2, 3, and 7. Minimum grades/criteria will also be determined and communicated at steps 2, 3, and 7.

11. Courses taken outside of the Tenafly High School program for individual or personal growth, exploration, or enrichment will not appear on the transcript and will not earn credits at THS.

12. Any student failing to obtain prior approval, in accordance with the procedures set forth above, shall not be eligible to receive credit for completion of a learning opportunity or course taken outside of THS, even if that learning opportunity or course meets or exceeds the Core Curriculum Content Standards.

13. Parents/Guardians are responsible for all tuition, cost, fees, and transportation associated with the approved student learning opportunities and courses outside of the THS Program of Studies.

CONTENT, SKILLS and INTERNSHIP (CSI)

The Content, Skills and Internship Center will, in a systemic and systematic way, provide support in the areas of content and skills to a variety of students. It will serve as an additional source of remediation to general education students whose grades fall below the “C” level. It will support the learning and remediate skills deficits for students classified as needing 504 accommodations, as well as students who have been diagnosed with learning deficits. In the case of the latter, a major focus will be helping students acquire and internalize organization skills including but not limited to time management, prioritizing, self-advocacy and study skills, to enable them to become more self-sufficient in their approach to academic tasks.

It does not replace support opportunities provided by both general and special educators, but augments those services and provides an additional safety net in the area of student achievement. The CSI will operate throughout the school day. Students, identified by teachers, counselors, student managers and the administration, as benefiting from this kind of support will be assigned to the CSI in lieu of assigned study hall, IDT or in lieu of an elective.

The CSI will also help seniors secure an unpaid, supervised internship under an in school and out of school mentor. Internships will be arranged as and if students express interest in them.

SENIOR OPTIONS

The goal of the Senior Options program is to encourage students to apply the skills they have acquired throughout their elementary, middle and high school years to a specific field of interest. Tenafly High School believes in providing “learning beyond the classroom.” Senior Options is an opportunity to experience authentic, “real-life,” experiential learning beyond the walls of THS.

SLE/Senior Options take place primarily after A.P. Exams depending upon the student and the project. All program activity will conclude, at the latest, during the last week of the school year. The program will be available to seniors who will select one of 3 options. In each case, students will be guided by an in-school mentor. The selection of the students to participate in the program will be based on such criteria as:

- Ability to work independently
- Evidence of prior interest
o Approved academic standing (a passing grade in all courses required for graduation)
o Attendance record
o Appropriate plan of action

There are 3 types of Senior Options available to Grade 12 Seniors:

1. Internships:
   - In-house Internship
   - SPIN: Student-Planned Internship during Non-school hours
   - End of Year Release Time
     Students can be released from school to explore an interest in career-related experiences. CSI staff assists students in finding placement opportunities, link them with mentors, and monitor their progress. Students can self-generate their own placements as well. Minimum hour requirements are necessary to be documented as graduation credit.

2. Academic Research Project
   Students can work individually, in pairs, or small groups on a research project in a specific area of study in an effort to expand and develop his/hers interests; requirements include a written proposal, a mentor/advisor, and the presentation of a culminating product

3. Service Learning
   Students can work individually, in pairs, or small groups on a service-oriented project applied to academic experiences. Requirements include a final presentation.
SPECIAL EDUCATION

The Department of Special Education provides a variety of programs for students who have identified special education needs. The Child Study Team, Special Education Teachers, Mainstream Teachers as well as Parent/Student input determine participation in such a program.

The in-class support program places special education students in regular education classes with the inclusion of a Special Education teacher in the room for support. This teacher works in conjunction with the mainstream teacher to present material through multiple modalities and to assist in adapting lessons to meet the needs of the special education students.

The Special Education Department provides programs for students that are designed to meet their individual needs. Student programs are developed at Individual Education Program (IEP) meetings. Replacement courses offered change from year to year based on the needs of the students, core curriculum content standards and graduation requirements. Student programs for upperclassmen will integrate course content with an internship provided under the supervision of an SLE endorsed teacher as appropriate.
## English Department

### Grade 9
- World Literature I
- World Literature I
- World Literature I Honors

### Grade 10
- World Literature II
- World Literature II
- Humanities Honors*

### Grade 11
- American Literature
- American Literature
- AP English Language & Composition

### Grade 12
- Senior English
- Senior Elective
- AP English Literature & Composition

*Must be taken along with Western Civilization Humanities Honors.

### Creative Writing Sequence
- Creative Writing
- Honors Creative Writing I
- Honors Creative Writing II
- Honors Creative Writing III

### English Electives for Enrichment
- Journalism
- Close Readings of Film

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P.A.S.S.
ENGLISH
Graduation Requirement: Four years, 20 credits

THE CURRICULUM

The Tenafly High School English curriculum seeks to encourage each student to develop his or her capacity to read, to write, to speak, to listen, and—underlying all—to think. English courses provide instruction and experiences in each of these fundamental language-based activities. Course readings are drawn from the literature of several traditions and cultures with the intent of engaging students with a variety of voices. These readings address the recurring questions of human experience and create occasions for writing.

In grades nine through eleven, much of the English curriculum parallels the topical emphases of the social studies program. Field trips to theaters and museums in the metropolitan area may be included in the program.

Ninth graders can choose World Literature I CPB, World Literature I CPA, or World Literature I Honors. Very capable readers and writers who might seek placement in subsequent honors level courses are strongly advised to elect World Literature I – Honors.

Tenth graders take World Literature II CPB or World Literature II CPA or, if recommended by both the English and Social Studies Departments, the mutual honors offering of the two departments, Humanities – Honors.

Eleventh graders take American Literature CPB or American Literature CPA, or if recommended, Advanced Placement English Language and Composition. In addition to their regular English program, and with the permission of the appropriate administrator, juniors enrolled in the full year junior course may choose an additional course from the one-semester senior electives. Students wishing to graduate early may use such a course, taken in the eleventh grade, to meet part of their twelfth grade English graduation requirement.

With the exception of those enrolled in the Advanced Placement English Literature and Composition and Senior English CPB courses, twelfth graders elect a full year of Senior English from the registration listing of senior offerings. These selections comprise semester-long pairings of content that is rigorous and engaging. Departmental recommendation is required for enrollment in Advanced Placement English. Advanced Placement students are required to take the Advanced Placement examination in May of their senior year.

As an outgrowth of their previous writing experiences, seniors are required to write an extended and researched essay which voices and develops a cohesive commentary on an appropriate topic. This requirement is fulfilled in conjunction with the course work for a one-semester elective. Advanced Placement students submit their term essay during the spring semester course. Advanced Placement students who are also enrolled in a one-semester elective are expected to meet the term essay requirement for that elective. These students may consult with both their elective and their Advanced Placement teachers to establish a common basis for their semester essays.

Rooms 211 and 222, the English Department Computer Lab, are an integral part of the English program for grades 9-12. Students will use the lab’s resources to research topics through the Internet, to create presentations, and to draft, revise, and edit their writing. Writing and research projects as directed by the individual English teacher will bring whole classes to Rooms 211 and 222 at various times during the school year. In addition, individual students are encouraged to make use of the Student Computing Center during their IDT, Study Hall periods, or before school or after school. Students are provided space to save their files on the network server. Those wishing to pursue the same writing project both at school and at home should bring a flash drive to school, so they can easily transfer files to their home computer. Students must save work on the network server or on a flash drive.
COURSE RECOMMENDATIONS & APPEAL PROCESS

Please review the Course Recommendations & Appeals Process section in this booklet.

HONORS COURSES

English Honors Students: A Profile

Honors courses are designed for those students who demonstrate the capabilities, self-discipline, and commitment required to respond successfully to rigorous academic demands. Students can expect to extend themselves through course material and assignments emphasizing analysis, creativity, and critical evaluation. Honors students should be eager and discerning readers, capable of responding to abstract and nuanced meaning. Additionally, honors students are expected to engage positively with the subject matter and with their fellow learners.

As in any English course, writing is both a subject of instruction and a means of conveying conceptual understanding. Students should enter the course as effective writers skilled in the conventions of standard written English, and capable of benefiting from instruction that aims to refine core writing abilities. Students can expect to focus on voice, tone, diction, and flow, as well as on logical development and structural integrity.

English Honors Placement: Process and Criteria

English honors courses start in the freshman year. The ninth grade honors course is offered on a self-select basis. Eighth graders who intend to seek departmental recommendation for honors placement after their freshman year are encouraged to elect World Literature I Honors. In subsequent years, to enter into or continue in honors courses, a student must meet the performance criteria detailed below. All honors level placements are re-evaluated on a yearly basis.

The honors student must demonstrate:

1. Well above average ability in writing as shown through performance in all written work. This writing should reflect commendable ability to analyze information, to think critically, to express insights, and to organize thoughts in an orderly, logical fashion.

2. A positive attitude toward the subject matter and toward learning within the classroom setting.

3. Frequent and relevant oral participation.

4. Maturity to work independently as required and to organize time.

5. Willingness to do substantial independent study in addition to class activities and work.

6. Respect for fellow students as demonstrated by the ability to discuss controversial material, to present grounded viewpoints, and to listen courteously to opposing views with an open mind.

7. B or better semester grade in the honors course preceding the one for which the student is being recommended. A student seeking honors placement from a regular course should present a semester grade average of A-. (For specific information about Sophomore Humanities Honors, please see below.)

8. Strong evidence of task commitment and responsibility as shown by assignments being completed and tests being taken on time.

Transfer students would have to meet all the above requirements and submit a portfolio of their best work to the Content Area Supervisor before being placed into an honors level course.
Students recommended for honors placement during the registration process must maintain the high quality of their work.

**Sophomore Humanities - Honors**

The sophomore **Humanities** program is a mutual offering of the social studies and English departments. Freshman teachers from both departments meet as a group to reach common decisions about placement in this program.

All recommended students must continue to perform at a high level in the second semester of their freshman year in order to be admitted to the Honors program the following year.

**Advanced Placement English Language and Composition**

Students enrolled in this course are required to take the Advanced Placement English Language and Composition examination in May of their junior year.

**Advanced Placement English Literature and Composition**

Senior A.P. students are responsible for reading a number of works during the summer preceding their senior year. Students enrolled in Advanced Placement courses are required to take the Advanced Placement examination in May of the senior year.

**FRESHMAN ENGLISH**

**WORLD LITERATURE I CPA (102)**
Grade 9 5 Credits
Prerequisite: None

The school year will begin by responding to the summer reading requirement provided by the students’ eighth grade teachers. Freshmen will then read selections from world mythology, poetry, *Romeo and Juliet*, and a sample of literature from or about African, Asian, and Middle Eastern cultures. They will practice varied forms of writing, attending to matters of organization, grammar, usage, and sentence structure. Vocabulary development is also an integral part of the freshman curriculum. Independent reading is an ongoing activity throughout the course. Small group work and oral presentations are part of the course's demands.

**WORLD LITERATURE I HONORS (103)**
Grade 9 5 Credits
Prerequisite: None

This course provides the same material as the regular Freshman English course but is taught at a faster pace and in greater detail. It is more demanding and involves a greater amount of independent study.

**WORLD LITERATURE I CPB (101)**
Grade 9 5 Credits
Prerequisite: Department recommendation

This course encourages individual growth and focuses on reading comprehension and writing. Readings are essentially the same as in World Literature I CPA as noted above, or selected with the individual student in mind. More emphasis is given to essential skill-building through such activities as vocabulary study and journal writing, and the reading/writing workshop. Research skills are also included.
SOPHOMORE ENGLISH

WORLD LITERATURE II CPA (122)
Grade 10  5 Credits
Prerequisite: World Literature I CPA or World Literature I CPB

In the beginning of the school year, sophomores become acquainted with selections from the great masterpieces of Western Civilization, both as whole-class readings and as independent reading. Emphasis is on the development of critical questioning and logical thinking both in speaking and writing, and in the connections between literature and the people who created it. Emphasis is also placed on writing, vocabulary growth, listening and speaking skills, and grammar.

During the year students will complete a short research paper.

WORLD LITERATURE II CPB (121)
Grade 10  5 Credits
Prerequisite: Department recommendation

This course encourages individual growth and focuses on reading comprehension and writing. Readings are essentially the same as in World Literature II CPA as noted above, or selected with the individual student in mind. More emphasis is given to essential skill-building through such activities as vocabulary study and journal writing, and the reading/writing workshop. Research skills are also included.

HUMANITIES HONORS (126)
Grade 10  5 Credits
Prerequisite: Department recommendation

Humanities Honors is a parallel English and social studies course meeting two class sessions each day. This program examines both the literature and history of selected periods in western civilization. Students must register for both the English and social studies courses. The descriptions below are for the full-year English humanities courses. See Humanities Honors listed in the social studies chapter of this guidebook for the corresponding social studies course.

In the fall semester this course examines significant literary, philosophical, and artistic works in Western civilization. The first semester deals with major works and thinkers through the early Renaissance. Readings include authors/selections such as Sophocles, Homer, Aristotle, Ovid, the Bible, Beowulf, Chaucer, and Dante. Students are introduced to cultural history, key artistic achievements, and techniques of literary analysis. Emphasis is also placed on expository writing, vocabulary growth, listening and speaking skills, grammar, and spelling.

The spring semester focuses on the period from the Renaissance through the early Modernism of the Twentieth Century. Works by authors such as Shakespeare, Swift, Voltaire, Blake, Wordsworth, Keats, Ibsen, Joyce, Kafka, and Huxley will be included. Through intensive study of literature, art, and history, students continue their introduction to landmark works of Western culture. Basic writing skills and vocabulary growth continue to be emphasized.

JUNIOR ENGLISH

AMERICAN LITERATURE CPA (132)
Grade 11  5 Credits
Prerequisite: World Literature II CPA
Selections of classic American literature from the colonial period to the present are the emphasis in the first half of this course. Authors such as Irving, Poe, Thoreau, Emerson, Hawthorne, Melville, Dickinson, Twain and Miller are typically included. In the second half of the school year, dramas by such authors as Williams and Wilder, and poetry from such authors as Whitman, Robinson, Sandburg, and Frost are typically taught in addition to fiction by such authors as Wharton, Hemingway, Fitzgerald, Salinger, and Morrison. Vocabulary building, composition, and research skills continue to be emphasized. Students will complete a short research assignment during the school year and begin writing college admission essays.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (137)
Grade 11  5 Credits
Prerequisites:  World Literature II CPA or Humanities Honors plus Department recommendation; assigned summer readings

The college-level material taught in this course will prepare students for the Advanced Placement English Language and Composition examination given by the College Board. Students enrolled in this course are required to take the Advanced Placement examination in May of their junior year. Students who successfully pass the examination are exempted from a year of English by most colleges.

In concurrence with the nation-wide Advanced Placement English Language and Composition curriculum, this course provides experiences designed to heighten students’ skill as readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Frequent writing assignments, some impromptu, will aid the students’ verbal growth. Both the writing and the reading assignments will stress the ways in which authors make choices depending on audience, purpose, context, and subject.

In addition, much of the course focuses on the same authors as in American Literature, but will include longer works by these authors, more rigorous written assignments, and a greater focus on authors’ writing styles. Students will also begin writing college admission essays.

AMERICAN LITERATURE CPB (131)
Grade 11  5 Credits
Prerequisite: Department recommendation

The first half of this course focuses on the individual reinforcement of reading comprehension and writing skills. Small class size enables growth in communications skills. The emphasis on American literature will include many of the authors taught in American Literature. In the second half of the school year, students will continue individual work in vocabulary development, critical thinking, and correct English expression. American literature remains the focus. Students will also begin writing college admission essays.

SENIOR ENGLISH

Though topically distinct from each other, senior courses provide comparable experiences in the core activities of reading, writing, inquiry, and critical evaluation. All students are expected to successfully complete the senior research essay. In the fall semester, students will write at least one college admission essay.

The senior program enables students to select from among the courses on the following pages.
SENIOR ENGLISH CPA – Drama/Shakespeare (149/152)
Grade 12  5 Credits
Prerequisite:  American Literature CPA

Fall: Modern Drama

Students discover early that drama and conflict are at the center of our lives. In this one semester senior elective students will have the opportunity to explore the active medium of the stage as a place to apprehend and articulate reality. Students will explore the evolution of the drama from the realistic theater of Ibsen to the Absurdist Theater of Albee. Plays written by playwrights such as Shaw, Chekhov, Strindberg, O'Neill, Williams, Miller, Beckett, Pinter, and Mamet will offer students a challenging and exciting opportunity to investigate these authors' attempts to "face up to the human condition as it really is." Recorded versions of the plays, field trips to current productions, staged readings and role-playing in class are among the activities in which the students will participate. In the fall semester, students will write at least one college admission essay.

Spring: Shakespeare

The supernatural, comedy, love, murder, insanity, the meaning of life – Shakespeare's plays have it all. In this course we will sample his work, ranging from uproarious comedies to devastating tragedies. The course will go beyond reading the plays, however. We will also see how great filmmakers (Orson Welles), actors (L. Oliver), and composers (Verdi) have deepened our grasp of Shakespeare's work. Theatre trips will add to our appreciation of Shakespeare's genius. In the fall semester, students will write at least one college admission essay.

SENIOR ENGLISH CPA – Dystopian/Short Story (150A/50E)
Grade 12  5 Credits
Prerequisite:  American Literature CPA

Fall: Dystopian Literature: Visions of a Changing Society CPA

This course, which may be elected by any senior, will introduce students to an array of literature and film that focuses on dystopian (the opposite of utopian) societies and the themes inherent in such works, including the struggle for survival, the pressure to conform, the dream of hope, and the role of nature. The course will provide instruction and experiences in each of the fundamental language-based activities: reading, writing in a variety of modes, speaking, listening, and – underlying all-thinking. Among the authors who may be studied are Cormac McCarthy, Jean Hegland, Jon Krakauer, Margaret Atwood, Ray Bradbury, T. C. Boyle, Kurt Vonnegut, Stephen Vincent Benet, Benjamin Percy, and Henry Reed.

Spring: The Short Story

This course will explore the short story as an art form. Students will read the work of world and American masters of the short story to build their appreciation for this fairly modern form of literature. They will examine style and composition as well as the historical, social, and political environments that produced the writers and their work. Students will supplement their reading of primary sources (short stories) with the reading of critical essays. This coupling will allow students to construct an informed interpretation of the work through writing and in-class discussion. Additionally, seniors continue to build on their reading, grammar and usage, writing, and vocabulary skills through a sequential, text-based grammar and writing program and will write in a variety of forms, including personal and expository writing, critical analysis, argumentative essays and reaction papers. They will also complete at least one research-based essay.
SENIOR ENGLISH CPA – Psych/War (154/156)
Grade 12  5 Credits
Prerequisite: American Literature CPA

Fall: Psychology and Literature

This course may be elected by any senior. Great literature is often concerned with psychological themes and often provides an avenue of self-discovery. Some of the general issues explored through literature in this course include questions of identity and self-image, the role of the unconscious, and the nature of various problems of adjustment ranging from alienation to madness. In addition, there will be discussions of such theorists as Gilligan, Pipher, Freud, Erikson, and Skinner. Among the authors who may be studied are Sophocles, Ovid, Rousseau, Melville, Chekhov, Gogol, Shakespeare, Masters, Morrison, and Plath, and Kesey.

Spring: War and Literature

From Homer to Hemingway and continuing today, superior writers of both fiction and non-fiction confront the universal themes of human experience with war: the changing nature of cowardice and heroism, battle as metaphor and reality, support and resistance on the home front, nationalism, war and religion, weapons and morality, war and the family, war and collective self-destruction. Students will examine attitudes toward war, including the role of women in war, as they explore how many of the world's best-known writers confront this universal trauma. Authors studied typically include O’Brian, Vonnegut, Hemingway, Remarque, Benet, Böll, Owens, Sassoon, Hardy, Graves, Komunyaka, Turner, Ozick.

The following courses will not be offered in 2015-16, but may be paired for a full year of Senior English (5 credits) in the future.

COMEDIC LITERATURE (150B)

This course, which may be elected by any senior, is a survey of comedic literature. The material will contain comedic selections from the works of Ancient Greeks to contemporary works of satire. Because the border-line between comedy and other dramatic forms cannot be sharply defined, comedy in its various forms will be examined: High Comedy and Low Comedy being just two examples. Some other forms to be examined may include The Comedy of Manners, as seen in Wilde’s The Importance of Being Earnest; The Comedy of Morals, as seen in Moliere’s Tartuffe; and The Comedy of Political Satire, as seen in Swift’s Gulliver’s Travels. Students will write in a variety of modes, including mastery of the art of literary criticism, constructing a comedic piece and expository writing in an attempt to define the characteristics of comedy. Other authors who may be studied include Voltaire, Shakespeare, Twain, Fielding, Heller, and Vonnegut.

POE’S CHILDREN: TALES OF TERROR AND HORROR (150C)

It is human nature to love a mystery and to ponder what’s in that room that’s always locked. This course, which may be elected by any senior, is a survey course instructing students in horror fiction. The merger of horror fiction into mainstream literature will be considered in this course, including classic stories from Poe to Modern works by Oates. Students will also examine the genres of the Gothic novel and of Magical Realism. Other authors who may be studied are: Mary Shelley, Bram Stoker, Robert Louis Stevenson, Flannery O’Connor, William Faulkner, and Henry James. Students will write in a variety of modes in this course, including analytical/critical writing about literature and the possible construction of an original tale of terror.

CONTEMPORARY AMERICAN POETRY (143)

In this course students will read, discuss, and write about American poetry after the Second World War, focusing largely on poets—avant-garde and formal—who are living and writing today. Course work will consist of
readings in poetry and criticism, short written analytical responses, imitative poems, formal essays, seminar-style discussions, close reading of passages, and individual and group presentations. Students will study poets such as Brooks, Heaney, Clifton, Wilbur, Oliver, Dickey, Ginsberg, Ashberry, Olds, Kinnell, Merwin, Graham, Stern, Doty, Collins, Komunyakaa, and Peacock.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (157)
Grade 12  5 Credits per year
Prerequisites: American Literature CPA plus Department recommendation; assigned summer readings
The college-level material taught in this course will prepare students for the Advanced Placement examination given by the College Board.

In concurrence with the nation-wide Advanced Placement English Literature and Composition curriculum, students will study works by both British and American writers as well as works written from the sixteenth century to contemporary times. Classic works in translation may also be included. Reading is both extensive and intensive and will include all genres. Required summer reading and writing assignments precede students' September entry into the course. Frequent writing assignments, some impromptu, some extended and involving research, will aid the student's verbal growth.

Students will be required to write an extensive term paper on an author of recognized literary merit. Students enrolled in Advanced Placement English Literature and Composition are required to take the Advanced Placement examination in May of their senior year. In the fall semester, students will write at least one college admission essay.

SENIOR ENGLISH CPB (141)
Grade 12  5 Credits per year
Prerequisite: Department recommendation

In the fall semester, students will write at least one college admission essay. In the first half of the year, this course will focus on further individual development of skills in grammar, writing, and reading comprehension. Students will write essays on a variety of subjects in response to their study of each of the major genres of literature.

In the second half of the year, work will concentrate on individual needs and students will undertake more advanced reading and writing assignments. All students will write a research paper.

PATHWAY TO ACADEMIC SKILLS & SUCCESS (P.A.S.S. PROGRAM) AND LEARNING SUPPORTS

The P.A.S.S. Program is a vehicle offered to provide remediation in Mathematics and Language Arts, with a focus on skill-sets essential for demonstrating proficiency on the subject specific PARCC assessments. The program is offered before, during and/or after-school in order to accommodate recommended students’ busy schedules.

Freshmen and sophomores will initially be recommended for this program by teachers, Content Area Supervisors, school counselors, the Student Services Group, and the Child Study Team for other students who might benefit from extra support in this area.

Parents/Students will receive a letter indicating the recommendation, along with a copy of the current semester’s P.A.S.S. schedule.
In addition to the P.A.S.S. Program, remediation and extra support will always be available during the school day through the Content, Skills and Internship (CSI) Center. Tenafly High School makes every effort to provide learning supports via a variety of vehicles in order to maximize opportunities for obtaining such support.

ENGLISH ELECTIVES FOR ENRICHMENT

Students may choose these full-year and single-semester courses in addition to those meeting the English graduation requirements. Creative Writing CPA and Creative Writing Honors I/II/III fulfill the 5-credit 21st Century Life and Careers requirement. The pairing of Journalism and Close Readings of Film also fulfills the 5-credit 21st Century Life and Careers requirement.

CREATIVE WRITING CPA (173)
Grades 9-12 5 Credits
Prerequisite: None

Creative Writing CPA is a course intended for students seriously interested in developing their skills in composing imaginative writing, both poetry and prose. Students should be willing to put time into the writing and revision processes, to write in different genres, and to try the suggestions of the teacher and of peers. Professional stories and poems will serve as some of the instructional models. Students will also explore the use of modern computer technology as it expands the creative capacity of today's writers.

CREATIVE WRITING HONORS I/II/III (176/177/178)
Grades 10-12 5 Credits
Prerequisite: Creative Writing CPA with a grade of “B” or better

Creative Writing Honors I is a course intended for students seriously interested in continuing to develop their writing skills in poetry, fiction, nonfiction, and drama, with the goal of exploring aspects of range, voice, and revision in their work. Students will practice writing poems, prose poems, short stories, creative nonfiction narratives, and dramatic scenes. Course readings will include published works in the various genres, as well as other models for effective writing. Students will be expected to maintain and present quarterly and semester portfolios of their writing, and to attempt to publish their work in various venues. Students who desire to continue Creative Writing beyond the second year will be permitted to take Creative Writing Honors II and III if they earn a “B” or better in the preceding Creative Writing Class.

JOURNALISM CPA (180A)
FALL or SPRING  Grades 9-12 2.5 credits
Prerequisite: None

Journalism CPA is a course for students who are seriously interested in learning about writing and reporting in the 21st century. Students will study print journalism (newspaper, magazine, etc.), broadcast journalism (television and radio), and online journalism (major news sites, blogs, Twitter, etc.). Students will study and write news, sports, entertainment, and opinion pieces. Additionally, students will study design, layout, and sound business procedures for newspaper work. Students will also learn about the history of journalism and their First Amendment rights.

CLOSE READINGS OF FILM CPA (180B)
FALL or SPRING  Grades 9-12 2.5 credits
Prerequisite: None

This course focuses on film history, theory, and production. Students will examine the development of the medium, as well as advancements in technology and production techniques. Moreover, they will read and write film criticism as they consider the audience’s reception of this art form. Throughout the course, students will
view and analyze short and feature films with the goal of becoming active viewers and critical consumers of media.
Requirements of the ELL Department

- English Language Learners (ELL) 1 CPB
- English Language Learners (ELL) 2 CPA
- English Language Learners (ELL) 3 CPA
- Language Arts 1 - CPB
- Language Arts 2 - CPA
- Language Arts 3 - CPA
ENGLISH LANGUAGE LEARNERS

THE CURRICULUM

Students with limited proficiency in English should enroll in courses intended to establish that proficiency. In addition to courses that focus on the English language, the ELL program offers in-class-support designed to support students in acquiring content information and English mastery. The purpose of the ELL program is to prepare students to participate in the school's mainstream curriculum. Please note that ELL courses are designated as graded courses. Refer to Page 7 – Grade Point Average Charts.

ENGLISH LANGUAGE LEARNERS (ELL) 1 CPB (185)
Grades 9-12  5 Credits
Prerequisite: Department recommendation

This class provides individual and group instruction to those students who are learning ELL at a beginning level. Conversation practice, vocabulary building, writing skills, and reading comprehension will be stressed.

ENGLISH LANGUAGE LEARNERS (ELL) 2 CPA (186)
Grades 9-12  5 Credits
Prerequisite: Department recommendation

This intermediate class reinforces and further develops all English skills for intermediate level students in ELL. The course emphasizes academic and social language development through the use of content area material. Some creative and expository writing will be assigned. Students will further develop their vocabularies and use of idioms.

ENGLISH LANGUAGE LEARNERS (ELL) 3 CPA (187)
Grades 9-12  5 Credits
Prerequisite: Department recommendation

This advanced class provides an opportunity for further proficiency in all areas of English. Students are given opportunities to learn English in context, and to apply their linguistic knowledge to authentic academic tasks. Special emphasis is placed on developing the ability to synthesize and analyze information. Students will be prepared to succeed in mainstream classes.

The next three courses are required for students when a bilingual program is needed. These courses are taken in addition to those meeting the English graduation requirement.

LANGUAGE ARTS 1 CPB (167)
Grades 9-12  5 Credits
Prerequisite: Department recommendation

This course provides students with opportunities to speak, read, and write English through diverse materials and activities. Vocabulary relevant to other subjects will be introduced and communications skills will be enriched through dyads and small group work.

LANGUAGE ARTS 2 CPA (168)
Grades 9-12  5 Credits
Prerequisite: Department recommendation
This course provides students with opportunities to speak, read, and write English at an intermediate level through diverse materials and activities. Vocabulary relevant to other subjects will be introduced and communications skills will be enriched through dyads and small group work.

**LANGUAGE ARTS 3 CPA (169)**
Grades 9-12 5 Credits
Prerequisite: Department recommendation

The advanced class develops reading and writing proficiencies to a level in which students can successfully mainstream into regular English classes. Reading and writing skills and strategies are presented and practiced through a variety of themes and genres. Activities integrated into the class aid comprehension, build vocabulary and prepare students for academic success.

**PATHWAY TO ACADEMIC SKILLS & SUCCESS (P.A.S.S. PROGRAM) AND LEARNING SUPPORTS**

The P.A.S.S. Program is a vehicle offered to provide remediation in Mathematics and Language Arts, with a focus on skill-sets essential for demonstrating proficiency on the subject specific PARCC assessments. The program is offered before, during and/or after-school in order to accommodate recommended students’ busy schedules.

Freshmen and sophomores will initially be recommended for this program by teachers, Content Area Supervisors, school counselors, the Student Services Group, and the Child Study Team for other students who might benefit from extra support in this area.

Parents/Students will receive a letter indicating the recommendation, along with a copy of the current semester’s P.A.S.S. schedule.

In addition to the P.A.S.S. Program, remediation and extra support will always be available during the school day through the Content, Skills and Internship (CSI) Center. Tenafly High School makes every effort to provide learning supports via a variety of vehicles in order to maximize opportunities for obtaining such support.
SOCIAL STUDIES

Graduation requirements: Ten credits (four semesters/two years) of World History usually taken during ninth and tenth grades and ten credits (four semesters/two years) of U.S. History usually taken during eleventh and twelfth grades.

PURPOSES OF THE CURRICULUM

The 9-12 Social Studies curriculum focuses upon information, perspectives, and understandings needed to live responsibly and productively in a democratic society linked with global systems of considerable complexity. Credible social knowledge rests upon a cohesive sense of history and the causal relationships in forming that cohesion. Social studies courses are designed to enable students to acquire such a sense and to thereby think meaningfully about human society in its historical, contemporary, and possible future forms.

HONORS AND AP COURSES

The department offers the following honors level courses designed for students with the capability and commitment necessary to respond to the challenge they represent: African and Asian Civilizations & Cultures Honors, Western Civilization Humanities Honors, Advanced Placement US History, American Mind Honors, US Foreign Policy in the 20th Century Honors, Advanced Placement US Government, and Advanced Placement European History. Enrollment in these courses is by department recommendation made at the end of the first semester. To attain that recommendation, students must achieve certain grades, as described below and shown on the chart on the following page.

A student seeking honors in the African and Asian Civilizations & Cultures Honors or Western Civilization Humanities Honors courses from a regular course must present a semester grade average of A-. A student in a CPA course seeking placement in AP U.S. History in the 11th grade must present a grade of A; students who might be interested in taking AP U.S. History in their junior year, and who do not take Western Civilization Humanities Honors in their sophomore year, should take European History Advanced in their sophomore year instead of the CPA course.

In addition to attaining the necessary grades, students must also demonstrate other qualities that are indicative of the ability to succeed in the honors or AP course to which the student is seeking admission. Among those qualities that teachers will take into consideration when making course level recommendations are self-discipline; independence; maturity; excellent writing, speaking and analytical skills; good work habits; and respect for fellow students.

The sophomore Humanities program is a mutual offering of the Social Studies and English departments. Freshman teachers from both departments meet as a group to reach common decisions about placement in this program. All recommended students must continue to perform at a high level in the second semester of their freshman year in order to be admitted to the Honors program the following year.

Students recommended for Advanced Placement US History are expected to meet with the course instructor prior to enrollment in the course. Additionally, students enrolled in Advanced Placement U.S. History are required to take the Advanced Placement exam in May of the year in which the course is taken.

The qualifications for honors placement of students new to the school will be reviewed by the guidance counselors and the appropriate administrator.
Prerequisites for Recommendations for Advanced, Honors and AP Courses

Note: For all courses requiring teacher recommendation, there are criteria in addition to the achievement of a particular minimum grade. Those criteria are listed at the beginning of this section.

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>African and Asian Civilizations &amp; Cultures</td>
<td></td>
</tr>
<tr>
<td>Honors</td>
<td>Teacher recommendation and first semester grades of at least A- in 8\textsuperscript{th} grade Social Studies.</td>
</tr>
<tr>
<td>European History Advanced</td>
<td>No specific prerequisites; teachers make nonbinding recommendations.</td>
</tr>
<tr>
<td>Western Civilization Humanities Honors</td>
<td>Teacher recommendation AND first semester grades of at least B in African and Asian Civilizations &amp; Cultures Honors or an A- in African and Asian Civilizations &amp; Cultures CPA*</td>
</tr>
<tr>
<td>US I Honors</td>
<td>Teacher recommendation AND first semester grades of at least B in Western Civilization Humanities Honors, a B+ in European History Advanced, or an A in European History CPA</td>
</tr>
<tr>
<td>US History A.P.</td>
<td>Teacher recommendation AND first semester grades of at least B in Western Civilization Humanities Honors, a B+ in European History Advanced, or an A in European History CPA</td>
</tr>
<tr>
<td>US II Honors</td>
<td>Teacher recommendation AND first semester grades of at least B in U.S. History I Honors or an A- in US I CPA.</td>
</tr>
<tr>
<td>American Mind</td>
<td>Completion of US History A.P.</td>
</tr>
<tr>
<td>US Foreign Policy</td>
<td>Completion of US History A.P.</td>
</tr>
<tr>
<td>US Government A.P.</td>
<td>Successful completion of Constitutional Law; teachers make nonbinding recommendations</td>
</tr>
<tr>
<td>European History A.P.</td>
<td>Successful completion of Humanities Honors, European History Honors, or European History CP; teachers make nonbinding recommendations.</td>
</tr>
</tbody>
</table>

*To be recommended for Humanities, students must meet the criteria in both Social Studies and English.

THE APPEAL PROCESS

Students who believe that the Honors or AP course is the most appropriate for them but are not recommended should discuss the matter with their current teacher. If the student is not satisfied with the conclusion of that discussion, s/he can pursue the matter by following the appeals process outlined in Addendum E of this document.

THE NINTH GRADE CURRICULUM

Although there is a common conceptual and topical core in all the African and Asian Civilizations & Cultures courses, each represents a different level of difficulty. African and Asian Civilizations & Cultures Honors is a rigorous course for which students must be recommended by the Middle School. African and Asian Civilizations & Cultures CPA is a more general study of the non-western world. Students needing more emphasis on basic skills will be recommended by the department for African and Asian Civilizations & Cultures CPB, which covers the same material as African and Asian Civilizations and Cultures CPA with more emphasis on skills development.

Students who are English Language Learners may be recommended for US Culture CPA or US Culture CPB.
AFRICAN AND ASIAN CIVILIZATIONS & CULTURES HONORS (200)
Grade 9  5 Credits
Prerequisite: B+ or better grade in first semester of 8th grade social studies and recommendation from the middle school.

African and Asian Civilizations and Cultures Honors is a challenging, two-semester course that explores the African and Asian worlds.

While each unit employs the disciplines of various social sciences, different emphases are placed in the particular units of study. The first unit concentrates on physical and cultural anthropology. In the Africa unit, the relationship of geography, history and culture is explored; while in the Middle East unit, historical foundations of modern problems and issues are examined.

In the spring semester, students will analyze the historical and cultural trends in East and South Asia, paying close attention to the impact of colonialism on traditional patterns of life in the regions.

Throughout the course, students will engage in critical analysis of cause and effects; compare geographic characteristics, religions, and political structures; and assess the impact of European involvement in the historical development of the African and Asian worlds.

Students will be expected to think critically, write proficiently, and discuss enthusiastically the content of the course.

AFRICAN AND ASIAN CIVILIZATIONS & CULTURES CPA (202)
Grade 9  5 Credits
Prerequisite: None

This course examines Asian and African institutions, people, and culture. In the fall semester this course begins with an overview of the major concepts of cultural anthropology; subsequent areas of study in the first semester will include the Middle East and Africa. In the spring semester the course continues examining these themes with a concentration on East and South Asia. The core concepts of the world history program will be taught in conjunction with the study of these civilizations, organized around the themes of geography, economics, cultural transitions, historical trends, and contemporary affairs.

Instructional activities and assessments require students to utilize and refine Social Studies literacy skills such as discipline-specific writing and speaking as well as the analysis and evaluation of primary and secondary sources.

AFRICAN AND ASIAN CIVILIZATIONS & CULTURES CPB (201)
Grade 9  5 Credits
Prerequisite: Department recommendation

This course parallels the content of African and Asian Civilizations & Cultures CPA (202) in its examination of Asian and African institutions, people, and culture. The core concepts of the world history program will be taught in conjunction with the study of these civilizations, organized around the themes of geography, economics, cultural transitions, historical trends, and contemporary affairs.

In the fall semester this course begins with an overview of the major concepts of cultural anthropology; subsequent areas of study in the first semester will include the Middle East and Africa. In the spring semester the course continues examining these themes with a concentration on East and South Asia.

Emphasis is given to the development of Social Studies literacy skills. Reading comprehension, writing, speaking, and the analysis and evaluation of primary and secondary sources are interwoven throughout instruction and assessments.
THE TENTH GRADE CURRICULUM

Although there is a common conceptual and topical core in all the European History courses, each represents a different level of difficulty.

The most advanced students may wish to take the honors level Western Civilization Humanities Honors course. This challenging parallel English-social studies program meets two class sessions each day and offers credit in both subjects. Students should be comfortable and effective readers, capable of responding to different levels of textual meaning. Students can expect learning assessments that touch upon each of these levels. Though the subject matter is chronologically sequenced, class time is devoted to considering the historical themes and issues embedded within historical data, rather than to a survey of that data per se. For placement in this course, students must be recommended by both the English and social studies departments which mutually consider tenth grade honors level placement recommendations.

European History - Advanced is a rigorous and demanding course that focuses on the origins and development of Western civilization. Students who might be interested in taking Advanced Placement US History in their junior year, and who do not take Humanities in their sophomore year, should take this course rather than European History CPA.

European History CPA is a more general study of Western history with an emphasis on modern Europe.

Students needing more emphasis on basic skills will be recommended by the department for European History CPB.

Students who are English Language Learners may be recommended for US Culture CPB, or US Culture CPA Proficient.

WESTERN CIVILIZATION HUMANITIES HONORS (226)
Grade 10   5 Credits
Prerequisite: Department recommendation

Western Civilization Humanities Honors is a parallel English and social studies course meeting two class sessions each day. This program examines the literature and history of selective periods in western civilization. Students must register for both the social studies and English courses. The descriptions below are for the two-semester social studies humanities course. See Sophomore Humanities Honors in the English chapter of this guide book for the corresponding English course.

In the fall semester this course examines the basic themes in the civilization of Western people. Among these are the tension between unity and autonomy, distribution of power, relations between individuals and society, reason and faith, and human creativity in its various manifestations. The approach will be chronological. This semester will address societies beginning with the ancient world and concluding with a study of the modern period.

In the spring semester the chronological study of Western civilization will continue with an examination of Europe through the late 20th century. Emphasis will be placed on the French Revolution and Napoleonic eras and on the various forces shaping nineteenth century Europe.

EUROPEAN HISTORY - ADVANCED (223)
Grade 10   5 Credits
Prerequisite: None
Although the department does not set prerequisites for students choosing the advanced level courses, we recommend that students performing at the B+ level or above in a “regular” level class consider the advanced course for the following year.

The course explores the political, social and economic development of European societies from ancient Greece and Rome, through the Middle Ages and the Renaissance. It continues with an examination of the development of modern nations, focusing on the French and Russian Revolutions, as well as imperialism, World War I and II, the Cold War, the fall of Soviet communism, nationalism in Yugoslavia, the European Union, and the effects of the technological revolution on world events. Emphasis is placed on the people, events, and ideas which have contributed to the building of European traditions. The use of primary source documents and of research assignments plays an important role in the understanding of the curriculum.

EUROPEAN HISTORY CPA (222)
Grade 10 5 Credits
Prerequisite: None

In the fall semester there will be a chronological study of the social, economic, and political life in Europe through the Reformation. Included are units on Greece, Rome, the Middle Ages, the period of the Renaissance and Reformation, and the Age of Absolutism.

The spring semester continues the study of Europe beginning with the French Revolution. Included are units on the English Revolution, the Industrial Revolution, German and Italian unification, the origins and aftermath of World Wars I and II, the Cold War, and contemporary issues facing the continent.

Instructional activities and assessments require students to utilize and refine Social Studies literacy skills such as content-specific writing and speaking as well as the analysis and evaluation of primary and secondary sources. A research project in the spring semester is required.

EUROPEAN HISTORY CPB (221)
Grade 10 5 Credits
Prerequisite: Department recommendation

In the fall semester this course parallels the content of European History CPA (222). In addition to the historical content, emphasis is given to the development of Social Studies literacy skills. Reading comprehension, writing, speaking, and the analysis and evaluation of primary and secondary sources are interwoven throughout instruction and assessments. Various instructional materials, including maps and audio-visual aids, help students better understand the course of history.

In the spring semester the work begun continues as outlined in European History CPA (222). A research project is required.

THE ELEVENTH GRADE CURRICULUM

Although there is a common conceptual and topical core in these courses, each represents a different level and nature of difficulty. The most rigorous and demanding course at this grade level is Advanced Placement US History, an honors course requiring students to take the Advanced Placement examination in the spring. Another option for interested students who wish to take a rigorous course with less breadth of content than Advanced Placement U.S. History is U.S. History 1 Honors. US History 1 is a chronological College Preparatory course. Students needing more emphasis on basic skills may be recommended by the department for US History 1 CPB, which covers the same topics as US History 1 CPA with continued emphasis on skills maturation.

Students who are English Language Learners may be recommended for US Culture CPB, or US Culture CPA.
ADVANCED PLACEMENT US HISTORY (236)
Grade 11  5 Credits
Prerequisite: Department recommendation

This two-semester course will give students a grounding in the chronology of American history from the pre-colonial era to the present. It will stress major interpretive questions derived from the study of selected themes. In addition, the course will provide students with the analytic skills and factual knowledge necessary to deal with problems and materials in American history. Students will learn to assess and weigh evidence and interpretations presented in historical scholarship. A research paper and extensive essay writing are required. The accelerated pace of the course requires that students be accountable for a significant amount of the course content through independent learning. The college level material covered in this course will prepare students for the Advanced Placement examination given by the College Entrance Examination Board. Students who successfully pass the examination are exempted from a year of American History or given advanced standing by most colleges. Advanced Placement students will be required to take American Foreign Policy in the 20th Century Honors and American Mind Honors in their senior year.

US HISTORY 1 - HONORS (233)
Grade 11  5 Credits
Prerequisite: Department Recommendation

This course provides for a rigorous examination of the political, social, and economic development of the United States from the Revolutionary Era through the Progressive Era. Students will be required to demonstrate highly sophisticated discipline-specific skills including the analysis and evaluation of primary resources, applying evidence to draw historical conclusions, and oral and written presentation of arguments.

In the fall semester this course involves a chronological study of American civilization through topical emphases that complement the American literature program in the English department. This semester covers the period from 1763 to 1850 (the Revolutionary Era to the eve of the Compromise of 1850) and includes an in-depth study of the Constitution. Other topics include the Federalist and Jeffersonian eras; nationalism, sectionalism, and the Jacksonian Age; and the economic development of the North and the South. Emphasis is placed on historiography, historical interpretation, and document analysis.

The spring semester covers the period from 1850 to 1914 (the Compromise of 1850 to the end of the Progressive Era). Major topics include the decade of the 1850's; the Civil War and Reconstruction; industrialization, the emergence of the labor movement, and the New Immigration; Populism; and Progressivism. The emphasis of the first semester is continued and reinforced. A special research/analysis project is required for each semester.

US HISTORY 1 CPA (232)
Grade 11  5 Credits
Prerequisite: None

This course is concerned with United States history from the Confederation Era through the Progressive Era. Students will focus on the individuals as well as the social, political, and economic events that shaped the nation. Special research/analysis projects are required.

The fall semester begins with a brief review of major historical antecedents leading to the Constitution and then concentrates on the Constitution itself; the Federalist, Jeffersonian, and Jacksonian eras (major domestic and foreign developments); and the economic progress of the North and the South. Concepts are studied and analyzed through an emphasis on reading and writing skills.
The spring semester covers the same course content as outlined for American History 1 Honors. The emphases of the first semester are continued and reinforced through traditional and alternative assessments. Research skills are especially addressed in this semester.

US HISTORY 1 CPB (231)
Grade 11 5 Credits
Prerequisite: Department recommendation

In the fall semester course content parallels that of American History 1 with emphasis on comprehension, study skills, and organization of information.

In the spring semester material parallels that of American History 1 with emphasis on comprehension, study skills, and organization of information. The emphases of the first semester are continued and reinforced through traditional and alternative assessments through the spring semester with a continued emphasis on skills maturation. Research oriented projects are assigned over the course of the school year.

THE TWELFTH GRADE CURRICULUM

Twelfth grade students continue their program by choosing from the courses outlined below. Although there is a common conceptual and topical core in these courses, each represents a different level and nature of difficulty. US History 2 - Honors provides a more rigorous chronological study for the interested student. US History 2 is a chronological College Preparatory course. Students needing more emphasis on the development of social studies literacy skills may be recommended by the department for US History 2 CPA, which includes the same topics as US History 2 CPB, which includes the same topics as US History 2 CPA with less depth to the level of historical analysis.

Students currently taking Advanced Placement US History in the eleventh grade must continue their program by taking each of the one-semester courses, US Foreign Policy in the 20th Century Honors and American Mind Honors.

Students who are English Language Learners may be recommended for Beginning US Culture CPB Intermediate US Culture CPA or US Culture Proficient CPA.

US FOREIGN POLICY HONORS (266)
SEMESTER: FALL: Grade 12 2.5 Credits
Prerequisite: Advanced Placement American History

This one-semester course deals with U.S. foreign policy from the period of 20th century isolationism to today's intense involvement in world affairs. Students will focus on current foreign policy problems and participate actively in small group work, debates, and recitations.

AMERICAN MIND HONORS (256)
SEMESTER: SPRING  Grade 12 2.5 Credits
Prerequisite: Advanced Placement US History

This one-semester course is an interdisciplinary approach to the study of American society and culture. The focus of the course is on the Industrial Revolution and how a changing economy and society affected the way Americans viewed the work ethic, leisure, politics, ethnic relations, and the role and rights of women. The materials and topics chosen for the course are representative of larger themes. For example, a study of the rise and fall of one particular steel mill (Homestead, PA) will serve as an allegory for American industry today and how it evolved into its present state; a book on the career of Mayor Richard Daley of Chicago will illustrate the origins and workings of the modern political machine.
The course follows these themes chronologically from the post-Civil War period to the present, while the materials to be analyzed range from secondary readings and primary sources (fiction/non-fiction) to documentary and commercial films. Upon completion of this course, students will appreciate the content and methods involved in the study of the American experience. Research assignments and class participation will constitute a major part of the assessment process.

**US HISTORY 2 - HONORS (243)**

*Grade 12  5 Credits*

Prerequisite: Department Recommendation

This course provides for a rigorous examination of the political, social, and economic development of the United States from the War with Spain through the contemporary United States. Students will be required to demonstrate highly sophisticated discipline-specific skills including the analysis and evaluation of primary resources, applying evidence to draw historical conclusions, and oral and written presentation of arguments.

In the fall semester the main focus concerns concepts and historical interpretation dealing with individuals and American society from the destabilizing impact of war, through periods of economic depression, to an era of growing international awareness, commitments, and interests. The materials presented place emphasis on social, political and economic events from the war with Spain in 1898 through the World War II era. Interpretive essays will be assigned.

In the spring semester a study of contemporary issues in America will be emphasized. The course will analyze the era of post-World War II, the Great Society, the Vietnam/Watergate era and problems of changing times in American history. An oral presentation and a group video project based on student performed research will be required.

**US HISTORY 2 CPA (242)**

*Grade 12  5 Credits*

Prerequisite: US History 1

The fall semester of this College Preparatory course deals with the period from the war with Spain in 1898 to the onset of the Cold War. Students will focus on political trends, economic developments, social change in the decades of the 1920's and 1930's, and the causes and strategies of World War II.

In the spring semester this course deals with the period from the Cold War to the present and will analyze the culture and politics of the Cold War era. The course will focus on such topics as the Vietnam War, Watergate, and contemporary politics. A research project will be required in the second semester.

**US HISTORY 2 CPB (241)**

*Grade 12  5 Credits*

Prerequisite: US History 1 and Department recommendation

In the fall semester course content parallels that of US History 2 with emphasis on the development and refinement of social studies literacy skills and practical application of social science concepts. In the spring semester students will continue work begun earlier. Course content parallels that of American History 2. A research project is required.

**ADDITIONAL COURSES**

The following full year and one semester courses may only be taken in addition to those choices above that meet the social studies graduation requirements.
CONTEMPORARY ISSUES & LEADERSHIP CPA (252)
FULL YEAR: Grades 10-12 5 Credits
Prerequisite: None

This full year elective challenges students to think globally and act locally to address contemporary issues. With current events largely dictating the course content, international and national issues of importance, as well as the relationship between them, will be examined through class discussions, research projects, and presentations. Students will be required to think critically by applying knowledge of the historical background information to issues affecting the nation and world today to evaluate approaches to address them. Running concurrently to the examination of international and national issues throughout the scope of this course is a civic engagement and leadership component that requires students to research issues of importance to Tenafly, Bergen County, and the state of New Jersey. This facet of the course emphasizes hands-on, experiential learning activities that place students directly in the community to interact with local leaders, conduct site visits, and perform primary research to formulate a policy response to one or more issues of local significance. Students who desire to continue Contemporary Issues and Leadership beyond the first year will be permitted to take Contemporary Issues and Honors I and II if they earn a “B” or better in the preceding Contemporary Issues and Leadership class.

CONTEMPORARY ISSUES & LEADERSHIP HONORS I & II (253/254)
FULL YEAR: Grades 11-12 5 Credits
Prerequisite: Grade of “B” or better in Contemporary Issues and Leadership CPA or Honors, Contemporary Issues, or Adventures for the Mind

The content and learning experiences of this full year elective mirror those of Contemporary Issues and Leadership CPA. Building upon their experience in the previous Contemporary Issues and Leadership course, students enrolled in Contemporary Issues and Leadership Honors I & II will be required to demonstrate a more sophisticated level of knowledge, analysis, and research skills in the course’s examination of contemporary issues. Likewise, within the civic engagement and leadership component of the course, Contemporary Issues and Leadership Honors I & II students will be expected to demonstrate a deeper understanding of the nature of leadership and utilize that understanding to assume leadership roles during those learning experiences.

CONSTITUTIONAL LAW CPA (250)
SEMESTER: FALL Grades 11-12 2.5 Credits
Prerequisites: None

This one semester elective will take an in-depth look at current issues with constitutional implications. Issues currently before the Supreme Court or other federal courts will serve as the basis for discussion, especially issues of concern to people of high school age. As background, the course will also include a unit on the historical origins of the American constitutional system, a thorough study of the constitution itself, and an analysis of the cases that delineated the role of the federal judiciary.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (269)
SEMESTER: SPRING Grades 11-12 2.5 Credits
Prerequisite: Department Recommendation and Successful Completion of Constitutional Law CPA

This course is designed to provide students with an analytical perspective on government and politics in the United States and to prepare them for the Advanced Placement examination in United States Government and Politics. Having completed the prerequisite course in Constitutional Law, students will begin the course with an understanding of the general structure of the U.S. government and with issues of civil rights and liberties. Topics in this course will include political beliefs and behaviors; political parties, interest groups and mass media; institutions of national government; and public policy.
Students are required to take the Advanced Placement U.S. Government and Politics Examination in May. The score earned on the A.P. test must be reported to the school.

**ADVANCED PLACEMENT WORLD HISTORY (270)**
*This course will not be offered in 2015-2016 school year*
Grades 11-12 5 Credits
Prerequisite: Department Recommendation and ANY of the following:
- B- or better in Humanities
- B- or better in AP US History
- B+ or better in WHWA
- B+ or better in USIA
- A- in WHW
- A- in US I

This course is designed to provide students with a conceptual approach to global history. To quote from the College Board, “The course’s organization around a limited number of key concepts instead of a perceived list of facts, events, and dates makes teaching each historical period more manageable. The three to four key concepts per period define what is most essential to know about each period based upon the most current historical research in world history. This approach enables students to spend less time on factual recall, more time on learning essential concepts, and helps them develop historical thinking skills necessary to explore the broad trends and global processes involved in their study of AP World History.”

Students are required to take the Advanced Placement World History Examination in May. The score earned on the A.P. test must be reported to the school.

**ADVANCED PLACEMENT EUROPEAN HISTORY (237)**
Grades 11-12 5 Credits
Prerequisite: Department Recommendation and ANY of the following:
- B- or better in Humanities
- B- or better in AP US History
- B+ or better in European History Honors
- B+ or better in US History Honors
- A- in European History I CPA
- A- in US History I CPA

This course is designed to provide students with a rich and sophisticated exploration of European history from the High Renaissance (approximately 1450) to the contemporary era (2001). The course requires students to build upon their knowledge of the cultural, diplomatic, economic, intellectual, political, and social events and trends during this time period. Also as an extension of student learning from the prerequisite European History or Humanities course, the Advanced Placement European History course and exam will ask students to make cross-chronological analyses and application of the content. As the College Board states, “The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, students lack the context for understanding the development of contemporary institutions, the role of continuity and changed in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.”

Students are required to take the Advanced Placement European History Examination in May. The score earned on the AP test must be reported to the school.
SOCIAL STUDIES FOR ELL STUDENTS

These courses count toward the U.S. History graduation requirement of ten credits (four semesters/two years). They are offered in alternate years and are taught by members of the Social Studies Department.

US CULTURE 1 BEGINNING CPB (273)
Grades 9-12  5 Credits
Prerequisite: Department recommendation

This course is designed to meet the needs of newly arrived limited English proficient students. Introduction to US Culture 1 includes U.S. history from the original settlement by Native Americans to 1900 (or the Post Civil War era).

In the fall semester students examine chronologically major historical events and leading personalities. They explore American cultural patterns involving laws and traditions as well as political, economic, and social structures. The pre-Columbus period to the post-American Revolutionary War period are included. Course work parallels US History 1.

In the spring semester focus will be on the period from the founding of the Republic to Industrialization.

INTERMEDIATE US CULTURE 1 CPA (274)
Grades 9-12  5 Credits
Prerequisite: Department recommendation

This course is designed for limited English proficient students whose skills are beyond the beginning level but who are not yet ready for the demands of the proficient program in US Culture.

The fall semester course work parallels that of US History 1 and emphasizes the same content priorities. The spring semester does the same.

During the entire school year social studies skills and English language vocabulary are stressed to help students succeed in a non-ELL social studies classroom.

US CULTURE 1 PROFICIENT CPA (275)
Grade 9-12  5 Credits
Prerequisite: Department recommendation

This course is for limited English proficient students whose skills are advanced beyond the intermediate level but who are not yet ready for the regular social studies curriculum.

In the fall semester emphasis is on the study of American history from the pre-Columbus period to post American Revolutionary War period. Course work parallels that of American History 1.

In the spring semester students will focus on important social, political and economic issues from the Constitution to the Post Civil War era.

BEGINNING US CULTURE 2 CPB (287)
Grade 9-12  5 Credits
Prerequisite: Department recommendation

This course is designed to meet the needs of newly arrived limited English proficiency students. American Culture 2 CPB covers U.S. history from 1900 to the present.
In the fall semester students chronologically examine major historical events and leading personalities. They also explore American cultural patterns involving laws and traditions as well as political, economic, and social structures. The period covered is from the late 19th Century through World War II. Course work parallels that of American History 2.

In the spring semester students will cover the post-World War II period to the present.

**INTERMEDIATE US CULTURE 2 CPA (288)**
Grade 9-12 5 Credits
Prerequisite: Department recommendation

This course is designed for limited English proficient students whose skills are beyond the beginning level but who are not yet ready for the demands of the proficient program in US Culture.

In the fall semester this course emphasizes American history from the late 19th Century through World War II. Course work parallels that of US History 2.

In the spring semester students will study the social, political, and economic issues shaping U.S. history from the post-World War II era to the present.

**US CULTURE 2 – PROFICIENT CPA (289)**
Grade 9-12 5 Credits
Prerequisite: Department recommendation

This course is designed for limited English proficiency students whose skills are advanced beyond the intermediate level but who are not yet ready for the regular social studies curriculum.

In the fall semester this course emphasizes US history from the late 19th Century through World War II. Course work parallels that of American History 2.

In the spring semester students will study the social, political, and economic issues shaping US history from the post-World War II era to the present.
MATHEMATICS DEPARTMENT

Graduation Requirement: Six semesters (three years), 15 credits.

Mathematics Sequence

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<td>Algebra 1 CPA</td>
<td>Geometry CPA*</td>
<td>Algebra 2 CPA</td>
<td>Trig/Stat CPA</td>
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<td>Algebra 1 CPA</td>
<td>Geometry CPA</td>
<td>Algebra 2 CPA*</td>
<td>PreCalculus CPA</td>
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<td>Algebra 2 Honors</td>
<td>PreCalculus Honors</td>
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<td>Advanced Placement Statistics</td>
<td>Algebra 2 with Trig Honors</td>
<td>PreCalculus with Limits Honors</td>
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PASS Math
(required of students who do not meet proficiency on state assessments)

Computer Programming 1
(May be taken in any year of a student's 4 year program)

Computer Programming 2

Advanced Placement Statistics
(May be taken in any year after completion of Algebra 2)
A student's mathematics skills and background will help determine an appropriate high school program. The mathematics department will make annual recommendations of courses for each student. (See A Program for Every Student in the introduction of this guidebook.)

**Freshmen:**

*Only students who are proficient on the PARCC assessment in Algebra 1 will be recommended for Geometry. Students who are not proficient on the PARCC assessment will enroll in Algebra 1 CPA or Algebra CPB based on teacher recommendation.*

Students in eighth grade Pre-Algebra will be recommended for Algebra 1 CPB or Algebra 1 CPA.

Students in eighth grade Algebra will be recommended for Geometry, Geometry Honors, or to repeat Algebra 1.

Students in eighth grade Advanced Algebra will be recommended for Geometry or Geometry Honors.

Students in eighth grade who currently take a course at the high school will be placed in the next course in the sequence.

**Sophomores, Juniors, and Seniors:**

*Students who fall below the minimum level of proficiency on the subject specific PARCC assessment will automatically be scheduled for remediation in a small group setting (PASS). This is in addition to the regularly scheduled math class. The nature of PARCC assessments is cumulative which requires a student’s knowledge base to include work in previously tested areas.*

After Algebra 1, students will be recommended for Geometry and a second year of Algebra at varying levels.

The next year in the mathematics sequence consists of either Precalculus, Precalculus Honors, Precalculus/Intro Calculus Honors, or one semester of Trigonometry and one semester of Statistics. We strongly encourage students to follow teacher recommendations for placement.

In the final year of mathematics instruction, students can be recommended for Calculus, Advanced Placement Calculus, Probability and Discrete Math.

*All requirements for placement must be met by the end of the first semester and maintained through the third marking period.*

**Summer School**

*Please note that prior approval by the Content Area Supervisor of mathematics is required when Summer School courses are used to satisfy prerequisites and receive credit.*

*Summer School classes taken for advancement may not be used to satisfy requirements for placement in honors courses. Additional information about taking Summer School classes may be found in the information about courses taken outside of THS.*
Summer School Courses for Advancement:
The grade earned must be one grade higher than the grade specified in the course listing in this guidebook. For example, a prerequisite of B becomes an A when a Summer School course is taken to meet the requirement.

Summer School Courses for Remediation:
Courses for remediation offer students the opportunity to receive credit for a course that has been failed.

Students who repeat Algebra 1 in Summer School will be placed in Geometry CPB in the fall; students who repeat Geometry will be placed in Algebra 2CPB; students who repeat Algebra 2 will be placed in Trigonometry/Statistics.

COURSE RECOMMENDATIONS & APPEALS PROCESS

Please review the Course Recommendations & Appeals Process section in this booklet.

PSAT/SAT REVIEW (305)
Grades 10-11   No Credit   This course is not reported on a student’s transcript.
Prerequisite: None

This one-semester elective, offered to juniors in the fall semester and sophomores in the spring semester will serve to help prepare students for the newly revised (PSAT in 2015, SAT in 2016) College Board administered standardized tests. The semester will be comprised of one-quarter of mathematics review and one-quarter of English review.

The mathematics review covers:
* arithmetic, including percents and decimals
* algebra with emphasis on solving systems of equations
* polynomial simplification
* Factoring
* geometry, emphasizing area of shaded regions, 3-D geometry and review of formulas
* probability and statistics

PATHWAY TO ACADEMIC SKILLS & SUCCESS (P.A.S.S. PROGRAM) AND LEARNING SUPPORTS

The P.A.S.S. Program is a vehicle offered to provide remediation in Mathematics and Language Arts, with a focus on skill-sets essential for demonstrating proficiency on the subject specific PARCC assessments. The program is offered before, during and/or after-school in order to accommodate recommended students’ busy schedules.

Freshmen and sophomores will initially be recommended for this program by teachers, Content Area Supervisors, school counselors, the Student Services Group, and the Child Study Team for other students who might benefit from extra support in this area.

Parents/Students will receive a letter indicating the recommendation, along with a copy of the current semester’s P.A.S.S. schedule.

In addition to the P.A.S.S. Program, remediation and extra support will always be available during the school day through the Content, Skills and Internship (CSI) Center. Tenafly High School makes every effort to provide learning supports via a variety of vehicles in order to maximize opportunities for obtaining such support.

PRE-ALGEBRA CPB (311)Grade 9   5 Credits
This pre-Algebra course focuses on those skills needed to help students gain experience in reading, writing and understanding the unique language of mathematics. Students continue to translate among verbal, tabular, graphical and algebraic representation of functions. Students study integers with a focus on their real world applications. They learn multiple strategies for solving equations of one variable. The number system is expanded to include rational numbers. Ratios and proportions and their application to similar figures are explored as students study the geometry of two and three dimensional figures. In the second half of the year, students will begin the study of Algebra which they will complete in Grade 10. Note: This course is not recognized by the NCAA.

ALGEBRA 1 CPB/CPA  Students will be placed in one of the levels of Algebra 1 based on teacher recommendation and performance on standardized assessments. Course descriptions are identical. Differing factors include time on task, depth of understanding, amount of content to be tested at once, and amount of time spent in review of prerequisite skills.

ALGEBRA 1 CPB (312)
Grades 9-10  5 Credits
Prerequisite: Department recommendation

Students will examine in detail the four fundamental operations of mathematics with rational numbers. Sets and number properties will be used to extend the familiar skills of arithmetic to algebra and help students understand the basic structure of algebra. Students will apply the fundamentals of algebra to solve open sentences containing one variable.

Students will work with systems of open sentences using two variables which will be solved algebraically and plotted graphically. They will study multiplication, division, and factorization of polynomials, and apply the four fundamental operations to rational expressions. Also included is the study of quadratic equations and basic probability.

GEOMETRY CPB (322)
Grades 10-11  5 Credits
Prerequisite: Algebra 1 CPA or Algebra CPB
Required of students with a grade less than “C+” in Algebra 1.

The course will cover the following geometry topics: basic definitions and postulates of Euclidean plane geometry, triangle classification, congruency, the Pythagorean Theorem, distance between points in a plane, similarity, and circles. Proofs are introduced but are not the major emphasis; problem solving is the emphasis. Students spend much time in application of the skills in real world situations...

ALGEBRA 1 CPA (342)
Grades 9-10  5 Credits
Prerequisite: Pre-Algebra with a grade of "A-" or higher, or eighth grade Algebra with a grade of “C” or lower. Students transferring into the district from a traditional eighth grade program will most likely enroll in this course.

Students will examine in detail the four fundamental operations of mathematics with rational numbers. Sets and number properties will be used to extend the familiar skills of arithmetic to algebra and help students understand the basic structure of algebra. Students will apply the fundamentals of algebra to solve open sentences containing one variable.

Students will work with systems of open sentences using two variables which will be solved algebraically and plotted graphically. They will study multiplication, division, and factorization of polynomials, and apply the four
fundamental operations to rational expressions. Also included is the study of quadratic equations and basic probability.

**GEOMETRY CPA (344)**
Grade 9-11  5 Credits
Prerequisite: 8th or 9th grade Algebra 1 with a grade of “C+” or higher.

The student will be introduced to the elements of proof (deductive), basic definitions and postulates of Euclidean plane geometry, angle relationships, perpendicular and parallel lines, and congruent triangles. Students will develop more complex proofs in an investigation of lines and planes in space.

Students will study similarity, the Pythagorean Theorem, trigonometry, circles, area, and volume.

**GEOMETRY HONORS (346)**
Grades 9-10  5 Credits
Prerequisite: Department recommendation plus either ninth grade Algebra 1 with a grade of "A-" or higher, eighth grade Algebra with a grade of "A-" or higher in each of the first two marking periods, or an "A-" or higher in either seventh grade Algebra 1 or eighth grade Advanced Algebra.

This course provides an in-depth study of the traditional topics of Euclidean geometry, and deals heavily with deductive proofs. It will include triangle congruence, postulates and theorems, equidistant theorems, parallel line properties, quadrilateral properties, lines and planes in space, polygons, similar polygons, the Pythagorean Theorem, circles, area, volume, coordinate geometry, and an introduction to trigonometry and numerical exercises.

Strong algebra skills and disciplined and organized study habits are essential for success in this course.

**ALGEBRA 2 CPB/CPA**  Students will be placed in one of the levels of Algebra 2 based on teacher recommendation and performance on standardized assessments. Course descriptions cover much identical content. Differing factors include time on task, depth of understanding, amount of content to be tested at once, and amount of time spent in review of prerequisite skills.

**ALGEBRA 2 CPB (351)**
Grades 11-12  5 Credits
Prerequisite: Geometry CPB
The course will include linear equations and inequalities, systems of linear equations, and related word problems. Absolute value equations, inequalities, conjunctions, and disjunctions will be solved. Linear functions, direct variation, operations on polynomials, and factoring will be studied.

Students will solve quadratic, rational and radical equations. Students will explore these topics with an analytical rather than theoretical emphasis.

**ALGEBRA 2 CPA (354)**
Grades 10-12  5 Credits
Prerequisite: Geometry with a grade of “C” or higher, Geometry CPB with a grade of A- or higher.

The course will include linear equations, inequalities, systems of linear equations, and related word problems. Absolute value equations, inequalities, conjunctions, and disjunctions will be solved. Linear functions, direct variation, operations on polynomials, and factoring will be studied.
Students will solve quadratic equations by factoring, formula, and completing the square; rational equations; and radical equations. Operations on rational expressions, radicals, and complex numbers will be studied. An introduction to logarithmic and exponential equations will be presented.

**ALGEBRA 2 HONORS (358)**
Grades 10-12  5 Credits
Prerequisite: Department recommendation plus either Geometry Honors with a grade of "B" or higher, or Geometry with a grade of "A-" or higher.

This honors level course will include all the Algebra 2 topics but the exercises will be more challenging with emphasis on higher order thinking skills. Also considered will be topics in algebraic theory, composite and inverse functions, absolute value, coordinate geometry, conic sections, sequences and series. There will be an emphasis on transformations.

**ALGEBRA 2 WITH TRIGONOMETRY HONORS (359)**
Grades 10-12  5 Credits
Prerequisite: Department recommendation plus completion of the eighth grade Advanced Algebra course with a grade of “B+” or better, and the completion of Geometry with a grade of “A-” or better or Geometry Honors with a grade of “B+” or better.

This honors level course will continue with Algebra topics begun in the Advanced Algebra course and complete the topics of Algebra 2 Honors. In the second semester, students will study trigonometric functions, their properties, and inverses. Graphing skills will be emphasized. Right and oblique triangles will be solved. The computer and graphing calculator will be used to enhance instruction.

**TRIGONOMETRY/STATISTICS CPA (362/371)**
Grades 11-12  2.5 Credits Each
Prerequisite: Algebra 2 or Analytical Algebra
These single semester courses will provide the student with a good foundation in modern mathematical topics.

The topics in trigonometry include: the trigonometric functions, their properties and inverses; the concepts of amplitude, period, cycle, and phase shift to graph the functions; and calculator use to solve right and oblique triangles. Emphasis will be on applications in surveying, architecture, and navigation.

Topics in statistics will prepare students for the application of statistical theory to diverse fields. Emphasis will be placed on applications to the social sciences as well as to areas of mathematics and scientific study. Computer simulations and scientific calculators will be used to facilitate instruction.

**PRECALCULUS CPA (366)**
Grades 11-12  5 Credits
Prerequisite: Algebra 2 with a grade of "B" or higher.

This course will provide an in-depth study of functions. A review of linear and quadratic functions will set the stage for the study of polynomial, rational, algebraic, exponential, logarithmic, and trigonometric functions. Applications of these concepts will be included. Transformations will be used as a unifying concept. The computer and graphing calculator will be used to enhance instruction.

**PRECALCULUS HONORS (368)**
Grades 11-12  5 Credits
Prerequisite: Department recommendation plus either Algebra 2 Honors with a grade of “B” or higher, or Algebra 2 with a grade of “A-” or higher.
This honors level course will include all the Precalculus topics but the exercises will be more challenging, with emphasis on higher order thinking skills. Additional topics include: parametric equations, complex numbers in polar form and polar graphing.

**PRECalculus/INTRO Calculus Honors (369)**

Grades 11 – 12  5 Credits
Prerequisite: Department recommendation plus Algebra 2 with Trigonometry Honors with a grade of “B” or higher.

This honors level course will include all of the Precalculus Honors topics with the exception of Trigonometry. In the second semester, the course will shift to an introduction of Calculus, including the concepts of limit and continuity.

**Probability/Discrete CPA (370/373)**

Grades 11-12  2.5 Credits Each
Prerequisite: Precalculus or Trigonometry

These single semester courses will provide the student with a good foundation in modern mathematical topics.

A basic development of probability and counting theory will form the basis for an application and project oriented examination of the use of probability.

Discrete Math topics will include: voting methods, power analysis, fair division, circuits, directed graphs, network problems, number patterns, symmetry, fractals and logic.

**Calculus CPA (376)**

Grade 12  5 Credits
Prerequisite: Precalculus with a grade of "B-" or higher
Students will study the concepts of limit and continuity. The basic concepts of the derivative with applications to velocity, acceleration, curve sketching, related rates, and max-min problems will be given. Topics will be developed from a heuristic or non-theoretical approach. The definite and indefinite integral will be introduced. Techniques of differentiation and integration of the logarithmic function, natural logarithmic function, exponential function, and inverse trigonometric functions will be studied. Integration will be applied to find area and volume.

**Advanced Placement Calculus AB (378)**

Grade 12  5 Credits
Prerequisite: Department recommendation plus Precalculus Honors with a grade of "B" or higher, or Precalculus with a grade of "A-" or higher, or Precalculus/Intro Calculus Honors with a grade of “C” or higher

Students will continue to study the concept of the limit begun in Precalculus. An introduction to the basic concepts of differential and integral calculus with applications to velocity, acceleration, curve, sketching, related rates, and max-min problems will be given. This course will focus on the theoretical developments of each of these topics. Working with the instructor, students will be expected to develop the theorems and derivations which apply to the concepts. Continuity, the mean value theorem, and the chain rule will also be included.

Techniques of differentiation and integration will be studied and applied to volumes and surface areas of revolution, arc length, and radioactive decay. Students will use the graphing calculator to enhance instruction. The theoretical development of each of the topics will be stressed.

Students enrolled in this Advanced Placement course are required to take the Advanced Placement Calculus Examination in May.
ADVANCED PLACEMENT CALCULUS BC (377)
Grade 12    5 Credits
Prerequisite: Department recommendation plus Precalculus/Intro Calculus Honors with a grade of B or higher. Some consideration will be given to students who completed Precalculus Honors with a grade of “A+” and are willing to complete a summer unit on limits.

This course will include all the Advanced Placement AB Honors topics but the exercises will be more challenging. Also considered will be topics in sequences, series, parametric, and polar functions, slope fields, applications of integrals, integration by parts and partial fractions, and logistic differential equations.

Students enrolled in this Advanced Placement course are required to take the Advanced Placement Calculus exam in May.

A.P. STATISTICS (375)
Grades 10-12    5 Credits
Prerequisite: Placement is determined from the student’s grade in the last completed math course. Students need an “A” in Algebra 2, a “B” in Algebra 2 Honors, a “B” in Algebra 2 with Trigonometry Honors, a “B+” in Precalculus, “B” in Precalculus Honors, or a “B” in Precalculus/Intro Calculus Honors to be recommended for this class. Students should note that this is not a number crunching course. It requires logical and higher-order reasoning skills. It is a course designed to award college credit. As such, it is not a class to be taken lightly. It is demanding!

Co-requisite: Precalculus or calculus. This course may not be taken as a student’s only math course unless the student has completed Precalculus and is a senior.

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference.
Students enrolled in Advanced Placement Statistics are required to take the Advanced Placement Statistics exam in May.
THE CURRICULUM

Computer Programming students begin an introductory course in C#.

Courses in Computer Programming fulfill the Practical Arts graduation requirement.

COMPUTER PROGRAMMING 1 (380) CPA
Grades 9-12 5 Credits
Prerequisite: None

This entry-level course will introduce students with little or no experience with computers to programming. Students will examine the basic structure of the computer and develop an understanding of elementary logic. They will learn the C# computer programming language using the Microsoft Visual Studio programming environment. They will learn to write simple and more advanced programs applicable to the pure, physical, and social sciences, as well as the business world. Students will be taken through developing programs using the object oriented methodology.

In one unit, students will learn to design, build, and control robotic vehicles using a derivative of the Labview graphical programming language.

COMPUTER PROGRAMMING 2 CPA (385)
Grades 10-12 5 Credits
Prerequisite: A grade of "B" or higher in Introduction to Computer Programming

Students will continue to learn structured programming techniques through the vehicles of the C# language. Students will also be introduced to the concepts and elements of game design and programming using the Microsoft XNA Game Studio Software. The emphasis will be on object oriented programming and the course is lab-oriented.
# Science Department

## Science Sequence

Graduation requirement: Three years, 17-18 credits.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 9 or 10</th>
<th>Grade 10, 11 or 12</th>
<th>Grade 11 or 12</th>
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</thead>
<tbody>
<tr>
<td>Physical Science CPA</td>
<td>Biology CPA or Biology Honors</td>
<td>Chemistry CPA or Chemistry-Honors or Chemistry CPB</td>
<td>Advanced Placement Biology</td>
</tr>
<tr>
<td>Physical Science CPB</td>
<td>Biology CPB</td>
<td></td>
<td>Advanced Placement Chemistry</td>
</tr>
<tr>
<td>Physical Science Honors</td>
<td></td>
<td>Physics CPA or Physics – Honors</td>
<td>Physics CPA or Physics – Honors</td>
</tr>
<tr>
<td>Biology Honors</td>
<td></td>
<td>Forensic Science CPA</td>
<td>Forensic Science CPA</td>
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<td>Human Anatomy and Physiology CPA</td>
<td>Advanced Placement Environmental Science</td>
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<td>Advanced Placement Physics Sequence (AP Physics C: Mechanics + AP Physics C: Electricity &amp; Magnetism)</td>
<td>Chemistry CPA or Chemistry-Honors or Chemistry CPB</td>
</tr>
<tr>
<td>Science Research 1 Honors</td>
<td>Science Research Summer Internship 1</td>
<td>Science Research 2 Honors</td>
<td>Science Research Summer Internship 2</td>
</tr>
<tr>
<td>(3 yr course - Application for entrance, course work starts in 10th grade)</td>
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<td></td>
<td>Science Research 3 Honors</td>
</tr>
</tbody>
</table>

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The science program offers a broad study in the various disciplines with a number of options available in both sequence and depth of courses. Except for Forensic Science, Science Research, Anatomy and Physiology, and Environmental Science, all courses include a two-class session laboratory period once a week.

While three years of science are a requirement for graduation, college-bound students are encouraged to consider a four-year science sequence. There is flexibility in programming, but certain pathways of science courses are suggested.

Freshmen will take Physical Science, which provides a background of chemistry and physics, followed by Biology. Only students who pass the NJASK8 in math and science will be recommended for Physical Science. Students who did not pass the NJASK8 will enroll in Physical Science CPB. A third and fourth year may include regular or honors, and advanced courses in Chemistry, Physics and Biology, as well as Forensic Science, Science Research, Anatomy and Physiology, and Environmental Science. Note the prerequisites given with the course descriptions.

**HONORS AND ADVANCED PLACEMENT COURSE WORK**

Highly motivated students who qualify for a more rigorous program, and want more flexibility in taking advanced courses, may follow a different sequence. These students begin their program with **Combination Honors Physical Science and Honors Biology** followed by a chemistry or a physics course in the second and third year. During the third and fourth year, students should take advanced placement courses in biology, chemistry or physics. Some students may elect to take more than one science course concurrently.

Honors level and Advanced Placement courses are designed for students with the capability and commitment necessary to meet the challenges they present. A student must have earned a minimum grade of A- in all previous science courses, including the first semester of the science class in which the student is currently enrolled, in order to be considered for admission into honors or Advanced Placement courses. Additionally, the student must have earned a minimum grade of A- in all math courses taken in high school. Students in Honors level courses must have a minimum B average in each course at the end of the first semester to continue course work at the honors level.

For the purpose of computing a student's average, 12 points will be assigned to an A+, 11 points to an A, 10 points to an A-, etc. An extra point will be added to a grade in an honors course.

Note that each honors course may have additional prerequisites and/or co-requisites. Students should check with their science teacher and guidance counselor before making any selection. Also note that courses taken in summer school will not fulfill any prerequisites, nor be counted toward admission to the honors pool.

**CPA AND PREP B COURSES**

In order for a student to remain in the CPA pool of classes, a student must earn a grade average of C- or better in those CPA science courses. If a student has a grade average lower than a C- he or she will be recommended for CPB science courses.
ENGLISH LANGUAGE LEARNERS

Students who are English Language Learners will be placed in the appropriate science classes taking into account their English comprehension and proficiency. ELL support will be provided for those students needing the support. Support needs will be determined by the ELL department.

CONCURRENT SCIENCE COURSES

Any student who wishes to enroll in two science courses in one school year (excluding Science Research) will need department approval. A student should tell his/her science teacher at recommendation time that he/she wishes to take two science classes and would like to seek department approval to do so. Each student requesting to take 2 science courses will need to complete an application that can be obtained from a science teacher or from the science department website. Applications should be submitted to the department supervisor by the due date posted on the application. Students (and their counselors) will be notified approximately two weeks later if they have gained approval to take two science classes. The department will consider the student’s transcript, studentship skills, and sincere level of interest in science.

COURSE RECOMMENDATIONS & APPEALS PROCESS

Please review the Course Recommendations & Appeals Process section in this booklet.

PHYSICAL SCIENCE, CPA (405)
Grade 9  6 Credits
Prerequisite: Passing score on the NJASK8 in math and in science.

This is a general science course in which students will be introduced to the experimental method of scientific study. Class lessons will increase and support students’ scientific knowledge base and prepare students to ask questions that will later be explored during laboratory investigations. Laboratory activities and investigations will expand upon students’ scientific curiosity and help to develop students’ problem solving and scientific inquiry skills. The content of this course includes: measurements in the metric system, structure of matter, the periodic table, classes of compounds, chemical and physical changes in matter, laws of motion, simple machines and their work capacities, gas laws, waves, heat, light, energy, magnetism and electricity. In addition, the environmental impact of these topics, such as energy consumption, will be explored.

PHYSICAL SCIENCE, CPB (406)
Grade 9  6 Credits
Prerequisite: Department recommendation, less than a proficient grade on the NJASK8 in science and math

This course will cover material found in Physical Science (405), but at a pace and scope that reflect a less rigorous mathematical approach to the discipline.

BIOLOGY, CPA (430)
Grade 10  6 Credits
Prerequisite: Physical Science or Department recommendation

FALL: During this semester students will trace the history of biological study. They will gain an understanding of the living cell and its relationships to other cells, heredity, and microbiology. The semester will culminate with a study of human anatomy. Laboratory activities will reinforce these topics and will involve intensive use of the microscope.
SPRING: Topics such as protozoan, algae, fungi, seed plants, and invertebrate animals will be studied. Laboratory work will continue to help students gain proficiency in the use of the microscope as a tool in their studies as well as introduce dissection and culture techniques.

**BIOLOGY, CPB (431)**
Grades 10  6 Credits
Prerequisite: Physical Science or CPB Physical Science plus Department recommendation

This course presents biology as a topic that is essential for an informed citizen. Centered on levels of organization that make up the living condition, students will study cellular chemistry, division, growth and inheritance, followed by specialization at the tissue level, and culminating in the morphology and physiology of organs. Current issues in biology, including environmental concerns and bioethics, will also be studied. Laboratory work will focus on techniques for viewing and growing cells, manipulating tissues and organs, and will involve individual as well as group presentations of experimental results.

**BIOLOGY HONORS (432)**
Grade 10  6 credits
Prerequisite: Physical Science, Algebra 2 or higher math course (concurrent)

During this course, students will begin their study of biology with a look at the microscopic world of biology (organic chemicals, cells, genetics, and patterns of heredity.) During the second semester, students will understand the diversity of life through an ecological and evolutionary survey of life forms from bacteria, protists and fungus to plants and animals. The animal study will culminate with a study of the human anatomy. Each semester, long-term inquiry based labs will engage students in the scientific method while they discover how to design and implement controlled experiments. Lab work will continue throughout the year, helping students to gain proficiency in the use of the microscope as well as introduce dissection and culture techniques.

**PHYSICAL SCIENCE HONORS/BIOLOGY HONORS (422/423)**
COMBINATION SCIENCE FOR FRESHMEN
Grade 9  10 Credits
Prerequisite: A- or better in Algebra 1 and 8th grade Earth Science at the end of January plus department recommendation

These courses incorporate all the content of Physical Science (405) and Biology (430), plus advanced topics in optics, organic chemistry, plant and human anatomy and physiology. These courses will meet for ten periods per week instead of twelve periods, and may involve topics in Biology and Physical Science in a different order and include extended inquiry based lab investigations.

**ADVANCED PLACEMENT BIOLOGY (435)**
Grades 11-12  6 Credits
Prerequisite: Physical Science, Biology and Chemistry; Algebra 2 or higher math course (concurrent)

FALL: Students will explore the chemical and cellular basis of life. They will cover cell morphology, cellular reproduction, molecular genetics and immunology. The college level material covered in this course will prepare students for the Advanced Placement examination given by the College Entrance Examination Board. This course will follow the syllabus of the College Board.

SPRING: Students will continue the work begun in the fall semester. In addition, topics covered will include the biology of organisms and the biology of populations and communities. Students are required to do a large animal dissection or an alternate assignment at the end of the semester. Students enrolled in Advanced Biology course are required to take the Advanced Placement Biology examination in May.
CHEMISTRY, CPA (460)
Grades 10-12 6 Credits
Prerequisite: Physical Science, Biology (or concurrent with department approval)

FALL: Students will be introduced to the methods of measurement in chemistry. They will study the nature of matter and its changes, atomic structure, periodic law, electron configuration, chemical bonds and equations, the mole concept, and the kinetic-molecular theory. The course involves mathematical and reasoning skills. Laboratory experiments each week will enable students to gain a first-hand understanding of chemical reactions and analysis, laboratory techniques, and scientific problem-solving. Computers will be used for some labs and write-ups.

SPRING: Building on the knowledge they acquired in the first semester, students will investigate topics such as acids, bases, salts, titrations, reaction kinetics, chemical equilibrium, man's impact on natural equilibrium, oxidation-reduction reactions, organic reactions, and radioactivity. Laboratory experiments will reinforce concepts studied in class.

CHEMISTRY - HONORS (464)
Grades 10-12 6 Credits
Prerequisite: Physical Science and Biology; Algebra 2 or higher math course concurrent

FALL: Students will be introduced to the methods of measurement in chemistry. They will study the nature of matter and its changes, atomic structure, nuclear chemistry, periodic law, electron configuration, chemical bonds, molecular orbitals, equations, the mole concept, and the kinetic-molecular theory. The course involves mathematical and reasoning skills. Laboratory experiments each week will enable students to gain a first-hand understanding of chemical reactions, analysis, and laboratory techniques. Organizational and communication skills will be emphasized.

SPRING: Building on the knowledge they acquired in the first semester, students will investigate topics such as acids, bases, salts, titrations, reaction kinetics, chemical equilibrium, man's impact on natural equilibrium, oxidation-reduction reactions, organic reactions, radioactivity, and qualitative analysis. Laboratory experiments will reinforce concepts studied in class.

CHEMISTRY CPB (468)
Grades 10-12 6 Credits
Prerequisite: Physical Science, Biology, plus Department recommendation. Students in Algebra 2 or higher should not take Chemistry CPB.

FALL: Students will be introduced to the methods of measurement in chemistry. They will study the nature of matter and its changes, atomic structure, nuclear chemistry, periodic law, electron configuration, chemical bonds, formula writing, and equations. The course involves greater emphasis on descriptive chemistry and qualitative relationships than Chemistry. Laboratory experiments each week will enable students to gain a first-hand understanding of chemical reactions, analysis, and laboratory techniques. Organizational and communication skills will be emphasized.

SPRING: Building on the knowledge they acquired in the first semester, students will investigate topics such as acids, bases, salts, kinetic-molecular theory, organic chemistry and man's impact on natural equilibrium, oxidation-reduction. Additional units will focus on water, air, and fundamentals of environmental science and technological developments. Laboratory experiments will reinforce concepts studied in class.

ADVANCED PLACEMENT CHEMISTRY (472)
Grades 11-12 6 Credits
Prerequisite: Physical Science, Chemistry; Precalculus or higher math course (concurrent)
FALL: Students will work with chemical formulas and equations, chemical bonding and kinetics, and nuclear chemistry. The college level material covered in this course will prepare students for the Advanced Placement examination given by the College Entrance Examination Board. This course will follow the syllabus of the College Board.

SPRING: Students will continue the work begun in the fall semester. Students enrolled in Advanced Placement Chemistry are required to take the Advanced Placement exam in May.

**PHYSICS - HONORS (445)**
Grades 10-12 6 Credits
Prerequisite: Physical Science, Biology; Algebra 2 or higher math course (concurrent)

FALL: Students will explore the experimental laws and fundamental principles involved in the behavior of the physical universe in greater detail than studied in Physics. Lessons and laboratory work will provide an understanding of kinematics, dynamics, energy, momentum, thermodynamics, and kinetic theory. Computers will be used for some labs and write-ups.

SPRING: This semester will continue the study of physical phenomena with an examination of topics such as waves, optics, electromagnetism, relativity, the atom, and nuclear physics.

**PHYSICS CPA (440)**
Grades 10-12 6 Credits
Prerequisite: Physical Science, Biology, Algebra 2 or higher math course (concurrent)

FALL: Students will explore the experimental laws and fundamental principles involved in the behavior of the physical universe. Lessons and laboratory work will provide an understanding of kinematics, dynamics, energy, momentum. Computers will be used for some labs and write-ups.

SPRING: This semester will continue the study of physical phenomena with an examination of topics such as waves, physical and geometrical optics and electromagnetism. Time permitting we will pursue the study of the atom, elementary quantum mechanics, relativity and nuclear physics.

**ADVANCED PLACEMENT PHYSICS (450 & 450S)**
Grades 11-12 6 Credits
Prerequisite: Physical Science, Physics; Calculus Concurrent

The THS AP Physics sequence includes two of the four College Board’s courses: AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism. Students are required to take both semesters to earn THS credits for AP Physics and are required to take the College Board’s AP exam in Mechanics and Electricity and Magnetism. The THS AP Physics sequence must be completed in the same school year.

The THS AP Physics sequence is calculus-based (including introductory differential and integral calculus) and especially appropriate for students planning to major in physical science or engineering in their post-secondary pursuits.

FALL: The fall semester will consist of the AP Physics C: Mechanics curriculum. This first portion of the THS AP Physics sequence will explore topics such as kinematics; Newton’s laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation, oscillations and gravitation will be explored.
SPRING: The spring semester will consist of the AP Physics C: Electricity and Magnetism curriculum. This second portion of the THS AP Physics will explore topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism will be explored.

FORENSIC SCIENCE CPA (483)
Grades 11-12  5 credits
Prerequisite: Two years of high school science, although three years are recommended.

This elective course offers an experiential approach to engage students in active learning and emphasizes the application of biology, chemistry, physics, and earth science content as each applies to forensic science. During the course of the school year, students will study various aspects of crime-scenes, doing their own investigations, observations, and evidence collection to make informed conclusions. Topics relevant to this course include: study of hairs, fibers, and textiles, fingerprinting and DNA fingerprinting; blood and blood spatter, toxicology, soil, pollen and spore examination, forensic anthropology, glass evidence, casts and impressions, tool marks, and ballistics.

HUMAN ANATOMY AND PHYSIOLOGY CPA (481)
Grades 11-12  5 Credits
Prerequisite: Physical Science, Biology and Chemistry

This elective course will meet five periods a week. Lab demonstrations will be part of the course. Selected topics covered include Human Organization (cellular morphology and systems of the body), Human Homeostasis (cardiovascular, lymphatic, immune, digestive, respiratory and excretory systems), Human Movement (skeletal and muscular systems), Human Coordination (nervous, sensory and endocrine systems). Topics of interest in the process of science, advances in medical practice and bioethics will be presented for class discussion as appropriate.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (482)
Grades 10, 11, 12  6 Credits
Prerequisite: Physical Science and Biology

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

SCIENCE RESEARCH HONORS PROGRAM – UNIVERSITY IN THE HIGH SCHOOL, UNIVERSITY at ALBANY (SUNY)

This program is a 3-year program that teaches students about the methods of science research by involving them in real scientific study with field mentors and highly trained THS science staff members. Students will start with a literature search to narrow their topic of choice. Students will then find mentors in the research field and design and implement authentic experiments. Two summers of 90 hours of project work with a mentor is required after Sophomore year and Junior year to complete the program. College transcripts and credits from the University at Albany will be awarded for a nominal fee.

The Requirements of this course as stipulated by the Science Research Program at the University at Albany are as follows:

- Attend all regularly scheduled classes.
o Participate at a level appropriate to present year of course, in the school's annual symposium.

o Commit to 240 or more hours per school year (September to June) for their research work (this includes class time, assessment meetings, and all out of class time spent on the research).

o Summer research carries a commitment of a minimum 90 hours plus assessment time. These hours include full attendance at your local school symposium for each year that you are in the research course.

o Maintain a laboratory notebook/journal of all research related work starting at beginning of entry into research course.

o Maintain a comprehensive portfolio of all research work.

o Present research at all stages of the work, at all available venues and competitions.

o Maintain regular, demonstrable contact with a mentor once one is obtained.

o Develop quarterly timelines, an end of year abstract, an annual reflection and an assessment of goals.

o Lastly, it is mandatory for all students to attend our annual science symposium and present a poster of an article read (first year), or their work to date (second year) or their findings (third year). In addition to the posters, all Seniors will present a PowerPoint talk on their research findings.

METHODS OF SCIENCE RESEARCH 1 - HONORS (484)
Grade 10  5 credits
Prerequisite: acceptance of application by science department, can be taken concurrently with other science courses.

Students learn research methodology in the natural and social sciences by accessing scientific databases, by using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and by writing research papers and making presentations at scientific symposia. In this course emphasis is placed upon performing experiments in consultation with mentors. Students are expected to spend at least three hours per week outside of class. Available for year-long course of study only.

SCIENCE RESEARCH INTERNSHIP 1 (2 credits through SUNY Albany)
Internship recognition will be provided on student’s transcript
Summer

Students learn research methodology in the natural and social sciences by accessing scientific databases, by using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and by writing research papers and making presentations at scientific symposia. It is expected that the students will have done many of these activities in the prerequisite high school course, and in this course emphasis is placed upon the formulation of hypotheses and initiation of experiments in consultation with mentors. Prerequisite(s): completion of one year of an approved course in science research at the high-school level; permission of instructor. Offered summer session only.

METHODS OF SCIENCE RESEARCH 2 - HONORS (485)
(4 credits through SUNY Albany)
Grades 11  5 credits
Prerequisite: completion of Methods of Science Research 1 and Science Research Internship I

Students learn research methodology in the natural and social sciences by accessing scientific databases by using
on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and writing research papers and making presentations at scientific symposia. It is expected that the students will have done many of these activities in the prerequisite high school course, and in this course emphasis is placed upon performing experiments in consultation with mentors. Students are expected to spend at least three hours per week outside of class. Prerequisite(s): completion of one year of an approved course in science research at the high-school level; permission of instructor; available for year-long course of study only.

**SCIENCE RESEARCH INTERNSHIP 2 (2 credits through SUNY Albany)**
**Internship recognition will be provided on student’s transcript**
**Summer**

Continuation of work undertaken in Science Research Internship I or equivalent with emphasis placed upon the completion of experiments in consultation with mentors. Students will consult with their teachers as necessary, but will not meet in a formal classroom period. Prerequisite(s): satisfactory completion of Science Research Internship I or completion of two years of an approved science research course at the high school level; permission of instructor; offered summer session only.

**METHODS OF SCIENCE RESEARCH 3 - HONORS (486)**
**(4 credits through SUNY Albany)**
**Grades 12 5 credits**
**Prerequisite: completion of Methods of Science Research 1 – Honors, 2 – Honors, and Science Research Internship I**

Continuation of work undertaken in Methods of Science Research 2 or equivalent with emphasis placed upon the communication of results. Students are expected to spend at least three hours per week outside of class. Prerequisite(s): satisfactory completion of Methods of Science Research 2 or completion of two years of an approved science research course at the high school level; permission of instructor; students must be enrolled throughout an entire academic year to obtain credit.
**WORLD LANGUAGES**

Many colleges and universities expect incoming freshmen to complete several years of world language study. Certain competitive universities expect incoming freshmen to take at least four years of the same world language. Consult college catalogs for specific requirements.

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<tr>
<th>1st Year (Taken in middle or high school)</th>
<th>2nd Year</th>
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<th>4th Year</th>
<th>5th Year**</th>
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<tbody>
<tr>
<td>Chinese 1 CPA</td>
<td>Chinese 2 CPA</td>
<td>Chinese 3 CPA</td>
<td>Chinese 4 CPA</td>
<td>Chinese 5 Honors</td>
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<td><em>TMS or THS</em></td>
<td><em>Chinese 2 Honors</em></td>
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<tr>
<td>French 1 CPA</td>
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<td><em>Italian 2 Honors</em></td>
<td><em>Italian 3 Honors</em></td>
<td><em>Italian Language and Culture</em></td>
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<tr>
<td>Spanish 1 CPB</td>
<td>Spanish 2 CPB</td>
<td>Spanish 3 CPB</td>
<td><em>AP Spanish Language and Culture</em></td>
<td><em>AP Spanish Language and Culture</em></td>
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</tbody>
</table>

*Subject to enrollment

** For students who began language study at TMS or demonstrate requisite proficiency
THE CURRICULUM

The World Languages Department offers a well-articulated sequence of courses for students who started Mandarin Chinese, French or Spanish at Tenafly Middle School and a four-year sequence for those who start a language in ninth grade. The Tenafly Schools offer multiple entry points for World Languages at grades 2, 6, and 9-12. In grades 2-5, students study Spanish. In grade 6, students can choose to continue their study of Spanish or begin the study of French or Mandarin Chinese through grade 8. In grade 9, students have the option to continue their language of study from middle school or begin the study of Mandarin Chinese, French, Italian, or Spanish. Students at any grade level (9-12) may opt to begin the study of a new language, however courses in each language must be taken in sequence and two years of language study is required for graduation at Tenafly High School. Students who study beyond the minimum requirement of 2 years and reach upper level courses may fulfill the 21st Century Life Skill requirement as indicated in NJ CCCS 9.1.12.D.1, D.2, and D.3 (See levels 4 and 5 below.)

Students who have completed the World Language sequence at Tenafly Middle School, received at least a "C" grade, and departmental recommendation, may go directly into second year courses, enabling them to complete five years of language study. Middle school world languages study is equivalent to one year's study in the high school.

If the World Language and Guidance Departments recommend the Spanish 1-2-3 CPB sequence, the student will cover the equivalent of two years of Spanish in three years.

Honors credit is available in all languages starting with the second year. Students in honors courses follow a rigorous course of study requiring higher performance levels in aural-oral and written work. The preparation of oral and written reports based on original texts and materials is an essential part of the honors program. Technology is integrated into instruction throughout the language program. Many students in honors courses will eventually take the Advanced Placement examination.

In the high school, a minimum grade of "C-" in regular courses is required to move on to the next higher level. To be eligible for Level II Honors courses, a grade of “A-”, departmental recommendation and a placement assessment are required. To be eligible for upper Level Honors courses, a minimum grade of “B-” in an “H” course and departmental recommendation, or a grade of “A-” in a CPA class and departmental recommendation based on a proficiency assessment are required.

Students who demonstrate mastery of course content and the required written and oral language proficiency may be placed in the appropriate level by the department supervisor.

Students having difficulty with English should develop solid English skills first before studying world languages.

Students are invited to participate in the activities of our world languages clubs, as well as in the national contests sponsored by the Chinese, French, Italian and Spanish Teacher Associations.

COURSE RECOMMENDATIONS & APPEALS PROCESS

Please review the Course Recommendations & Appeals Process in this booklet.

FIRST YEAR

CHINESE 1 CPA (490)
FRENCH 1 CPA (502)
FRENCH 1A* (501)
ITALIAN 1 CPA (533)
SPANISH 1 CPA (532)
Grades 9-12 5 Credits
Prerequisite: None

Each of the four level 1 world languages courses will give the students the elements of understanding, speaking, reading, and writing the language.

Students will have intensive practice in listening-comprehension, speaking, reading, and writing the language. They will learn basic structure and gain considerable practical vocabulary. Students will engage in interpersonal, interpretive, and presentational, communicative tasks as they become familiar with basic elements of the target culture.

SPANISH 1 CPB (531)
Grades 9-12 5 Credits
Prerequisite: Department and Guidance recommendation

In the course sequence (levels 1-3) students will cover the equivalent of two years of Spanish in three years. This course is geared to the ability level of carefully selected students. Emphasis will be on the development of understanding, speaking, reading, and writing Spanish. Essential aspects of grammar will be presented and applied. Vocabulary will be enriched through dialogues and readings. The use of authentic audio recordings and other technological aids will add relevancy to regular class-work.

FRENCH 1 Advanced (501)
5 Credits
Prerequisite: Beginning French 8 at TMS or demonstration of previous successful language acquisition

French 1A is a course designed for students who begin their study of the French language and culture at Tenafly High School or who have completed one year of French instruction at Tenafly Middle School. Within the 1A course, students acquire language skills focusing on the three modes of communication: interpersonal, presentational, and interpretive. Students also explore the cultural practices, products, and perspectives of the Francophone culture. Acquiring language at an accelerated pace, students in French 1A have the opportunity to advance to the highest level in the French sequence, French 5H, in four years. Students’ placement in subsequent courses is based upon proficiency assessment.

SECOND YEAR

CHINESE 2 CPA (493)
CHINESE 2 HONORS (494)
FRENCH 2 CPA (503)
FRENCH 2 HONORS (506)
ITALIAN 2 CPA (534)
ITALIAN 2 HONORS (535)
SPANISH 2 CPA (542)
SPANISH 2 HONORS (546)
Grades 9-12 5 Credits
Prerequisite: One year of the language and criteria listed in the World Language curriculum

The level 2 curriculum provides intensive practice in listening and speaking. Students review structure and vocabulary, and learn new patterns, words, and phrases through dialogues and reading selections. In phase two of this course, students will read longer passages of more difficult materials, and will learn to write short paragraphs. Classes will be conducted mainly in the target language. As students engage in interpersonal, interpretive, and presentational communicative tasks, they will explore various aspects of the target culture.
SPANISH 2 CPB (541)
Grades 10-12 5 Credits
Prerequisites: Spanish 1 CPB plus Department recommendation
This course is geared to the ability level of carefully selected students. Emphasis will be on understanding, speaking, reading, and writing Spanish. Essential aspects of grammar will be presented and applied. Vocabulary will be enriched through dialogues and readings. The use of digital recordings and other audio-visual aids will add relevancy to regular class work.

THIRD YEAR

CHINESE 3 CPA (495)
CHINESE 3 HONORS (496)
FRENCH 3 CPA (512)
FRENCH 3 HONORS (516)
ITALIAN 3 CPA (536)
ITALIAN 3 HONORS (537)
SPANISH 3 CPA (552)
SPANISH 3 HONORS (556)
Grades 10-12 5 Credits
Prerequisite: Two years of the language and criteria listed in the World Languages curriculum

This course provides students with vocabulary enrichment and intensive practice in basic skills and advanced grammar. Oral reports, discussions, and reading of short stories will reinforce vocabulary and structure. Supplementary readings will increase knowledge of the target culture.

In phase two of this course, students will be introduced to popular literary forms. They will write paragraphs and short compositions, while continuing work on their listening and speaking skills. Honors students will read more extensively.

SPANISH 3 CPB (551)
Grades 10-12 5 Credits
Prerequisites: Spanish 2 CPB plus Department recommendation

This course is geared to the ability level of selected students, who will develop understanding, speaking, reading and writing skills in Spanish. Students will learn essential grammar and enrich their vocabulary through dialogues and readings. The use of authentic audio recordings and other technological aids will enrich class work.

FOURTH YEAR (All courses meet the 21st Century Life Skills Standards 9.1.12.D1,D2,D3)

CHINESE 4 CPA (497)
Grades 11-12 5 Credits
Prerequisite: Three years of Chinese and Criteria listed in the World Languages Curriculum

Participation in this course will allow students to gain a greater understanding of the Chinese speaking world. As students acquire more characters to facilitate their listening, speaking, reading, and writing skills, they will explore the linguistic variations and cultural products, practices, and perspectives of the target culture.

CHINESE 4 HONORS (498)
Grades 11-12 5 Credits
Prerequisite: Three years of Chinese and criteria listed in the World Languages curriculum
In addition to advanced oral practice, students will gain a greater understanding of the Chinese speaking world through the acquisition of characters to develop their listening, speaking, reading, and writing skills. Students in this course will explore the cultural products, practices, and perspectives of the target culture as they use the language more expansively. This course is designed for students to master the skills that are required to move on to more advanced courses.

**FRENCH 4 CPA (522)**
Grades 11-12  5 Credits
Prerequisite: Three years of French and criteria listed in the World Languages curriculum

Participation in this course will give students oral practice in everyday situations and increase their command of the language. Intensive use of French will improve reading, writing, speaking, and listening skills. Students will review grammatical and syntactical structures.

**FRENCH 4 HONORS (526)**
Grades 11-12  5 Credits
Prerequisites: Three years of French and criteria listed in the World Languages curriculum

In addition to advanced oral practice in everyday situations, students will gain a greater awareness and appreciation of modern French literature and other key aspects of French culture. Students will read short selections from contemporary French writers and several modern plays or novels. They will refine their skills in written French through paragraph and essay writing, stylistic analysis, and further work on grammar and construction.

## Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.

**ITALIAN 4 HONORS (538)**
Grade 12  5 Credits
Prerequisite: Three years of Italian and criteria listed in the World Languages curriculum

In addition to advanced oral practice in everyday situations, students will have the opportunity to gain a greater insight into the Italian culture and its connections to other cultures of the world. Students will improve their proficiency in all essential areas of language learning: reading, listening, writing and speaking. Both traditional and contemporary authentic texts will be used to analyze style and expression. Students will gain enduring understandings through the examination of relevant themes.

## Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.

**AP ITALIAN LANGUAGE AND CULTURE (540)**
5 Credits
Prerequisites: Three years of Italian and criteria listed in the World Language curriculum

The AP Italian Language and Culture course is the highest level culminating course in the Italian language and culture sequence at Tenafly High School. It is designed to be comparable to a fourth semester college/university course. In this course, students will continue to develop proficiency according to the ACTFL proficiency guidelines, aiming for intermediate mid-high proficiency levels in the three modes of communication: interpersonal, interpretive, and presentational in order to communicate with native speakers of Italian. In addition to communication, students will examine the cultural products, practices, and perspectives of the Italian culture. Authentic sources such as films, literature, audio recordings, the internet, newspapers, and magazines will be incorporated into the course to enrich the target language experience. Students enrolled in Advanced Placement Italian are required to take the Advanced Placement Italian exam in May.

*Subject to enrollment.*
SPANISH 4 CPA (561)
Grades 11-12  5 Credits
Prerequisite: Three years of Spanish and criteria listed in the World Languages curriculum.

Through reading, writing paragraphs, and class discussions, students will continue to improve language skills. They will study fine points of grammar and will read prose. Special consideration will be given to the contemporary Spanish and Latin American scene.

SPANISH 4 HONORS (566)
Grades 11-12  5 Credits
Prerequisites: Three years of Spanish and criteria listed in the World Languages curriculum.

In addition to improving language skills, students will read and discuss selections from representative Spanish and Spanish-American authors. Stylistic analysis and writing will be emphasized in conjunction with the reading of prose.

FIFTH YEAR  (All courses meet the 21st Century Life Skills Standards 9.1.12.D1,D2,D3

CHINESE 5 HONORS (499)*
Grade 12  5 Credits
Prerequisites: Four years of Chinese and criteria listed in the World Languages curriculum.

Students in this course will continue the development of oral and written skills across the three modes of communication: interpretive, interpersonal, and presentational. The cultural products, practices, and perspectives of the target culture will be integrated throughout communicative interaction as students discuss global events in the target language. Further emphasis will be placed on character writing and expression.
*Subject to Enrollment.

AP CHINESE LANGUAGE AND CULTURE (500)*
Grade 12  5 Credits
Prerequisites: Four years of Chinese and criteria listed in the World Languages curriculum

The AP Chinese Language and Culture course is the culminating course in the Chinese language and culture sequence at Tenafly High School. It is designed to be comparable to a fourth semester college/university course in Mandarin Chinese at which students complete approximately 250 hours of college-level classroom instruction. In this course, students will continue to develop proficiency according to the ACTFL proficiency guidelines, aiming for Intermediate to pre-Advanced proficiency in the three modes of communication: interpretive, interpersonal, and presentational in order to speak with native speakers of Chinese. In addition to communication, students will examine the cultural products, practices, and perspectives of the target culture. Authentic sources such as films, literature, audio recordings, the internet, newspapers and magazines will be incorporated into the course to enrich the target language experience. Students who participate in this course are expected to take the AP Chinese test at the end of the course.
*Subject to enrollment.

FRENCH 5 HONORS (529)
Grade 12  5 Credits
Prerequisites: Four years of French and criteria listed in the World Languages curriculum.

Through study and discussion of short texts, students will examine various aspects of French civilization in its schools, universities, arts, and press. Extensive vocabulary development and review of structural difficulties will constitute an integral part of this course.
Students will pursue proficiency in written and spoken French through exercises, discussions, and structural study. Also, in order to increase oral proficiency, students will record short selections in the digital language lab.

## Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.

**AP FRENCH LANGUAGE AND CULTURE (528)**
Grade 12  5 Credits  
Prerequisites: Four years of French and criteria listed in the World Languages curriculum.

Through study and discussion of literary texts, students will examine various aspects of French civilization. Students will be expected to study and evaluate at least one full-length work (novel or play) of contemporary French literature. Short stories and excerpts from the classics will also be assigned. Extensive vocabulary development, essay-writing, and grammatical analysis will contribute an integral part of this course.

Oral recitation is required in class. The course also includes frequent listening comprehension practice in the language lab. Also, students will focus on interpersonal, interpretive, and presentational communicative tasks in the digital language lab to prepare for the Advanced Placement examination given in May. Students enrolled in Advanced Placement French are required to take the Advanced Placement French exam in May.

## Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.

**SPANISH 5 HONORS (569)**
Grade 12  5 Credits  
Prerequisites: Four years of Spanish and criteria listed in the World Languages curriculum.

Students in this course will continue the development of oral and written skills. Students will converse in Spanish, discuss current events, and study Spanish cultural topics.

The curriculum emphasizes conversation, class discussions, essay writing, and grammar review.

## Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.

**AP SPANISH LANGUAGE AND CULTURE (570)**
Grade 12  5 Credits  
Prerequisites: Four years of Spanish and criteria listed in the World Languages curriculum.

Students in this course will continue the development of oral and written skills. Students will converse in Spanish, discuss current events, and study Spanish cultural topics. Students’ focus will be on a variety of thematic units that cover Spain and Latin America. Students will analyze authentic texts and media sources in class and will critique them via the essay format and oral presentation. Also, students will focus on interpersonal, interpretive, and presentational communicative tasks in the digital language lab to prepare for the Advanced Placement examination in May.

In the second half of the year the focus will be on formal and informal presentational speaking and writing, along with interpretive listening, and grammar review for proficiency. There will be more emphasis on Advanced Placement lab work to perfect oral and listening skills. Students enrolled in Advanced Placement Spanish are required to take the Advanced Placement Spanish exam in May.

**AP SPANISH LITERATURE (571) (Pending approval will be offered 2016 – 2017)**
Grade 12  5 Credits  
Prerequisites: Four years of Spanish and criteria listed in the World Languages curriculum
Students in this course will examine representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature in a thematic approach. Students develop proficiencies across the communicative modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). Students enrolled in AP Spanish Literature are required to take the Advanced Placement Spanish Literature exam in May.


NEGOCIOS EN EL MUNDO LATINO (572) (Pending approval will be offered 2016 – 2017)

Grades 11,12  5 Credits Prerequisites: Three years of Spanish or demonstrated level of proficiency for the course

This course will be taught in the target language of Spanish. Students in this course will gain a greater view of the business world in Latin America and Spain. Students will be prepared to interact in relevant situations that occur in everyday situations in the Spanish-speaking business world. The course will be divided into global thematic units and students will have the opportunity to study landmark case studies and prepare marketing tools and create business proposals among other cooperative learning experiences.
* Art Experience and Drawing are recommended as an introduction to the Visual Arts
** AP Studio Arts requires 2 prior years of any art course or department
THE ART EXPERIENCE CPA (615)
Grades 9-12  5 Credits
Prerequisite:  None

This is a foundation course designed to introduce students to different art disciplines such as drawing, painting, 3-D design, printmaking, book arts, and graphic design. Through the many hands-on projects students will learn art making techniques and develop creative and innovative thinking. Relevant art history and critiquing will also be covered.

DIGITAL ART CPA (620)
Grades 9-12  5 Credits
Prerequisite:  None

In this course, students will learn the intricacies of Adobe Photoshop, InDesign and Illustrator CS6, as they develop an understanding of composition and color through physical as well as aesthetical exploration of image development. Students will explore shape and form through vector illustration and drawing, and will have hands on experience with both digital media and photography. Through a series of structured class assignments, students will learn digital photo retouching and compositing; digital photography; vector and traditional illustration; color and composition; art criticism and analysis; logo illustration; and poster design.

PAINTING CPA (623)
Grade 9 – 12  5 Credits
Prerequisite:  None

This class emphasizes developing awareness of the fundamental technique of painting. It includes the study of color theory and different painting techniques. This is accomplished by learning about how to paint still-lifes, abstracts, landscapes and portraiture.

DRAWING CPA (624)
Grade 9-12  5 Credits
Prerequisites:  None

This course is designed to provide the student with the opportunity to discover their potential drawing skills. Students will have the chance to draw and sketch intensely in two-dimensional media such as pencil, charcoal, pen and ink, and colored pencils.

The course will expand on basic principles, materials, tools, and drawing techniques. Students will be presented with a variety of lessons exploring the elements of drawing such as: tone, value, texture, shape, volume, direction and movement, scale, rhythm and color. In addition, students will gain awareness of aesthetics, historical, social, and cultural influences and learn the process of critique. A sketchbook will be maintained as part of the course requirements.

THREE-DIMENSIONAL DESIGN CPA (629)
Grades 9-12  5 Credits
Prerequisite:  None

This is a hands-on studio course where students will explore a variety of materials to create 3-Dimensional art objects. Through these projects, students will develop their creativity and innovative thinking skills. Historic and contemporary trends in three-dimensional art will also be covered. In the first semester, this class will focus
on sculpture, including techniques of assemblage, molding and carving. Materials such as paper maché, plaster of Paris, air-dry clay and recycled materials will be used to create sculptures. Book arts and fiber arts will be the focus of the second semester. Materials such as paper, cardboard, fabric and yarn will be used to create soft sculpture and sculptural books. Techniques such as block printing and book binding will be explored.

PHOTOGRAPHY CPA (622)
Grades 9-12 5 Credits
Prerequisite: None

This course is designed to provide students with an introduction to photographic composition, digital photography and digital image editing with an emphasis on producing prints of exhibition quality. Students will review the history of photography and explore the works of master photographers both past and present to learn important lessons that can be applied to their own image making. Students will experiment with lighting and subject in a variety of indoor and outdoor assignments. The course will introduce students to nature photography, portraiture, studio photography, photo journalism and fashion photography. The final project for the course will be a digital portfolio.

COMPUTER ANIMATION HONORS (633)
Grades: 10-12 5 Credits
Prerequisites: Successful completion of Computer Graphics OR Drawing with a final grade no lower than A-, or the permission of the instructor.

Computer Animation Honors students will explore the history of animation from the 18th-20th century through hands-on projects and experiments.

Students will build characters and sets, create cable operated animated masks, and learn about character development, storyboarding, timing and audio editing.

Students will produce animated movies using the following software programs:

- Adobe Photoshop CS3 (animation feature)
- Adobe Flash (web animation and game design)
- Adobe After Effects (compositing software for special effects)
- Digicel Flipbook (frame capture)

Students will use digital still and video cameras to complete their projects.

ART PORTFOLIO HONORS (642)
Grade 11-12 5 Credits
Prerequisites: Two years of art courses or permission of the instructor.

This course is designed for students who are considering studying art on the college level or are interested in pursuing a career in an art-related field. It also prepares students for submitting portfolios to the AP Studio Arts Program in their senior year.

AP STUDIO ART – HONORS (643)
Grade 12 5 Credits
Prerequisite: Permission of the instructor.

The purpose of this class is to offer students a challenging curriculum in preparation for college or a career in an art-related field.
Students enrolled in Advanced Placement Studio Art – Advanced Honors are required to take the Advanced Placement Studio Art exam in May.

**AP ART HISTORY (644)**
Recommended for grade 11 or 12  5 Credits
Prerequisites: None

The course covers art from the Paleolithic period through postmodernism and is designed to provide students with the same material covered in an introductory college course in art history. Students gain knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and present and from a variety of European and non-European cultures. In this course students engage in both visual and historical study about art and its contexts. Students develop an understanding of artworks in their context considering issues of patronage, gender, politics, religion and ethnicity. Attention is given to the interpretation of a work of art based upon its intended use, audience and the role of both the artist and work of art in a particular society.
PERFORMING ARTS

(All Communication Arts courses satisfy the Fine Arts requirement except for Advanced Design for Musical Theatre (675) and Video in the Connected World (676))

SPEECH

SPEECH COMMUNICATION CPA (630)
FALL: Grades 9-12 2.5 Credits
Prerequisite: None

This is a practical course in the fundamentals of speech. The course enhances the student's understanding of the spoken word and the many different ways in which it functions. The speech skills required to express ideas and feelings with composure, confidence, clarity and conviction. There is an emphasis on group presentations. Students choose and work on a 1-2 minute excerpt of a historically significant speech. Emphasis is placed on gaining confidence and musicality through the use of Rap, Opera, and Preaching.

PUBLIC SPEAKING CPA (631)
SPRING: Grades 9-12 2.5 Credits
Prerequisite: Speech Communication

This course presents effective speaking techniques for use in public situations. Students are taught to prepare two original speeches, an informative, and a persuasive speech. Emphasis is placed on gaining confidence and composure in front of large groups. Students are shown a variety of important and famous speeches from politicians, athletes, and entertainers. A significant part of the semester is devoted to college interviews, how to give a great interview, how to prepare, and what to expect.

PUBLIC SPEAKING 2 CPA (632)
Grades 10-12 5 Credits
Prerequisite: Speech Communication/Public Speaking

This course will be a continuation from Speech/Public Speaking. The emphasis during the first semester will be on the interview process. Professionals will be invited to conduct interviews with the students. The final presentations will be done in the auditorium in front of an audience.

The emphasis during the second semester will be on presenting historically famous speeches, original speeches written by the students and group presentations of current events, important issues and news. THEATER

INTRODUCTION TO ACTING CPA (634)
FALL: Grades 9-12 2.5 Credits
Prerequisite: None

This program introduces acting techniques with the major emphasis on body and voice rather than scene study. Through the use of original monologues the students will learn how to create their characters from the ground up. Students will study Stella Adler and Konstantin Stanislavski, and learn how to take their ideas and create truthfulness on the stage. The activities of the course will include exercise, theater games, improvisation, sense training, and vocal drills. Students will watch and break down performances of some of the world’s greatest film and theatrical actors.
SCENE STUDY CPA (635)  
SPRING: Grades 9-12  2.5 Credits  
Prerequisite: Introduction to Acting

Students will apply the skills they have learned in Introduction to Acting to the stage environment. They will learn to analyze a play for performance through scene study and rehearsal with the major emphasis on characterization and stylistic interpretation. Students will be put into pairs and groups and have the chance to rehearse and perform two scenes from some of America’s greatest playwrights.

DANCE

DANCE AND MOVEMENT I (645) (Pending approval will be offered 2016 – 2017)  
Grades 9-12  2.5 Credits  
Prerequisite: None  
This course is an introduction to high-level dance training and technique, which includes the health and wellness of the dancer. The course introduces students to different genres of dance as well as the dance of different cultures. Students will develop an understanding of the art of choreography by studying works of major artists in the field.

DANCE AND MOVEMENT II (646) (Pending approval will be offered 2016 – 2017)  
Grades-9-12  2.5 credits  
Prerequisite: Dance I  
Dance and Movement II is a performance-based course that builds upon the skills and knowledge acquired in Dance and Movement I. This course explores the history, choreography, and improvisation and dance analysis in the areas of Modern and Jazz. Students will work as an ensemble and develop more advanced choreographic skills which will enhance creativity and individualism.
# MUSIC DEPARTMENT

## Music Courses

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## Instrumental Music

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## Vocal Music

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## Other Performing Groups

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PROJECT ACCELERATION – SETON HALL UNIVERSITY
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MUSIC
- All music courses satisfy the Fine Arts requirement
- In special circumstances music courses may be taken as a semester course with prior administrator approval.

MUSIC THEORY AND EAR TRAINING CPA (661) (offered in alternate years with AP Music Theory)
Grades 9-12  5 Credits
Prerequisite: Department recommendation

This course is an introduction to music theory and composition, with an emphasis on aural skills. Students will learn notation, musical symbols, pitch and rhythmic patterns, and some harmony. Students will be given the opportunity to write their own musical compositions.

AP MUSIC THEORY (663)
Grades 9-12
Prerequisite: Department recommendation

Students study triad qualities, functions and voice leading as well as modulation, dominant 7th chords, secondary dominants and diminished chords. The second half of the year focuses on counterpoint. Ear-training and chord discrimination is an integral part of the course.

Students enrolled in Advanced Placement Music Theory are required to take the Advanced Placement Music Theory Examination in May.

DIGITAL MUSIC PRODUCTION CPA (660)
Grades 9-12  5 Credits
Prerequisite: None

Digital Music Production exposes students to introductory basic music production concepts through the use of digital audio and multi-media applications. Sound Systems, Recording Techniques, MIDI, GarageBand, iMovie, and ProTools are some of the topics covered. In addition, radio commercials, the Art of Foley, podcasting, film scoring and even web design are studied through real world applications. Students will explore different ways to create, perform, and respond to music through the use of technology. Students will engage in innovative, collaborative projects in which they produce music representing different cultural perspectives and across various digital mediums. This course is designed for musicians and non-musicians alike.

INSTRUMENTAL MUSIC

BAND 1 – 4 CPA (670)
Grades 9-12  5 Credits
Prerequisite: Department recommendation

The band class prepares the student musician with the skills necessary to perform the various requirements of high school band literature. It is open to any student who plays a woodwind, brass or percussion instrument. The band class will develop skills to proceed to advanced band, and provides music for a winter and spring concert as well as some school assemblies and civic events.
ADVANCED BAND 1-4 (671)
Grades 9-12  5 Credits
Prerequisite: Department recommendation after qualifying audition and interview.

The advanced band class prepares the student musician for the requirements of advanced and college band literature and includes a marching band requirement. Students selected are required to attend a week long summer band camp on site at THS in August prior to the school year. The difficulty of music and materials are at an advanced level and the concept of music memorization is introduced. The advanced band will develop skills to proceed to honors band and provide music for school assemblies, football games and civic events. Additional rehearsals may be called as necessary.

HONORS BAND 3 – 4 (670)
Grades 11-12  5 credits
Prerequisite: Successful completion of 2 years of Advanced Band (B or better) in addition to a department recommendation after qualifying audition and interview.

The honors band class prepares the student musician for the requirements of college band literature and includes a marching band requirement. Students selected are required to attend a week long summer band camp on site at THS in August prior to the school year. The difficulty of music and materials are at college level, solo performance opportunities are required and music memorization is extensive. Leadership track students (drum majors and section leaders) will conduct the band at times and lead sectional rehearsals. The honors band will provide music for school assemblies, football games and civic events. Additional rehearsals may be called as necessary.

ORCHESTRA 1 – 4 CPA (664)
Grades 9-12  5 Credits
Prerequisite: Department recommendation (Limited openings for brass, woodwind, and percussion by audition only)

The orchestra offers the instrumentalist experience with major forms of music and the opportunity to share musical experiences in numerous performance situations. Special emphasis is placed on the development of musicianship and standards of performance. As an integral part of the course, students will analyze each major work played. The orchestra is composed of students who have the ability to play string, brass, woodwind or percussion instruments. All orchestra students are expected to study privately, either with one of the Tenafly music faculty or with a recommended teacher outside the school system. Chamber music opportunities are encouraged for advanced players.

ADVANCED ORCHESTRA (667)
Grades 9-12  5 Credits
Prerequisite: Selection by Audition

The advanced orchestra class prepares the student musician for the requirements of advanced and college orchestra literature and includes participation in the annual Madrigal Festival. The difficulty of music and materials are at an advanced level. The advanced orchestra will develop skills to proceed to honors orchestra. Additional rehearsals may be called as necessary.

HONORS ORCHESTRA (665)
Grades 11-12  5 credits
Prerequisite: Successful completion of 2 years of Advanced Orchestra (B or better) in addition to a department recommendation after qualifying audition and interview.
The honors orchestra class prepares the student musician for the requirements of college and professional orchestra literature. The difficulty of music and materials are at college and professional level, solo performance opportunities are required, as well as participation in the annual Spring Musical. Leadership track students (section leaders) will conduct the orchestra at times and lead sectional rehearsals. The honors orchestra will provide music for the community outside of the Winter and Spring concerts and outside of the school day. Additional rehearsals may be called as necessary.

## Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.

**GUITAR LEVEL 1 CPA (659)**  
**Grades: 9-12**  
**5 Credits**  
**Prerequisite: None**

This course is designed for any student new to the guitar who wishes to develop his or her understanding of the fundamentals of note reading, rhythm and guitar technique. No previous musical experience is necessary. Students will be required to provide their own six-string classical guitar, tuner, and footstool. Other musical materials will be provided by the school. Class size limited to 15.

**GUITAR LEVEL II CPA (685)**  
**Grades 9-12**  
**5 Credits**  
**Prerequisite: Completion of Guitar I or a basic understanding of guitar technique and reading**

This course will continue examining the technical aspects of guitar as begun in level I. Students will read music in basic notation as well as continuing the study of chords and symbols. Music of the Renaissance, Baroque, Classical, Romantic and Modern periods will be studied. This course is open to all students who have successfully completed the level I course. Other interested students with a reading knowledge of music may enter the class with the instructor’s permission.

**PERCUSSION WORLD CPA (632)**  
**Grades 9-12**  
**5 Credits**  
**Prerequisite: None**

This course is for students who march to their own drum! Students will journey through the world of percussion and its accompanying culture. Students will explore the history of percussion, master a variety of techniques on battery and melodic percussion instruments, and learn about related careers in music. Students will have an opportunity to design their own unique percussion instruments to support original, innovative beats. This course will move ya’, shake ya’, and leave ya’ wanting for more. Bring your rhythm and creativity…or come find it.

**VOCAL MUSIC**

**CONCERT CHOIR (654)**  
**Grades 9-12**  
**5 Credits**  
**Prerequisite: Department recommendation**

The Concert Choir performs all types of music from lighter pieces to major works for chorus and for chorus and orchestra. Students will study proper vocal techniques and the performance practices and historical significance of works they sing. A study of the poetry and musical form constitutes an integral part of the curriculum. Works will be performed in the language in which they were written with the aid of a specialist in that language. The Concert Choir performs in the two yearly music department performances and special concerts throughout the year.

**ADVANCED CHOIR SSA (658)/SATB (653)**  
**Grades 9-12**  
**5 Credits**
Prerequisite: Selection by Audition

**Prerequisite: Department recommendation after qualifying audition and interview.**
The advanced choir class prepares the student musician for the requirements of advanced and college literature. The difficulty of music and materials are at an advanced level and the concept of music memorization is introduced. The advanced choir will develop skills to proceed to honors choir and provide music for the community on various occasions outside of the annual concerts and the school day. Additional rehearsals may be called as necessary.

### HONORS CHOIR 1-2
Grades 11-12  5 credits
Prerequisite: Successful completion of 2 years of Advanced Choir (B or better) in addition to a department recommendation after qualifying audition and interview.

The honors choir class prepares the student musician for the requirements of college literature. The difficulty of music and materials are at college level, solo performance opportunities are required and music memorization is mandatory. The honors choir will provide music for the community on various occasions outside of the annual concerts and the school day. Additional rehearsals may be called as necessary.

### Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.

**OTHER PERFORMING GROUPS**

Interested students who are already taking a music course, or have the consent of the instructor, may join these groups. No credit is offered, but the course appears on the student's permanent record.

- MADRIGAL SINGERS
- THEATER ORCHESTRA
- A CAPPELLA CLUB
- COLOR GUARD
- SPRING MUSICAL
AUDIO, VIDEO, BROADCAST PRODUCTION TECHNOLOGY

VIDEO IN THE CONNECTED WORLD I CPA

VIDEO IN THE CONNECTED WORLD II ADVANCED

VIDEO IN THE CONNECTED WORLD III HONORS

Digital Music Production

STAGECRAFT, DESIGN & PRODUCTION CPA

STAGECRAFT, DESIGN & PRODUCTION II ADVANCED

STAGECRAFT, DESIGN & PRODUCTION III HONORS
VIDEO IN THE CONNECTED WORLD I CPA (676)
Grades 9-12  5 Credits
Prerequisite: None

The next frontier in television communication and video production has arrived. In order to showcase your unique perspective of reality, this class is for you. You will be empowered to use communication to your advantage, responsibly and effectively, using video. Uniquely embedded within Tenafly High School's Library Media Center, and through hands on experience, these classes work with a wide variety of professional broadcast equipment and learn the skills necessary to emerge as pioneers in creating and publishing media. Problem solving, critical thinking, collaboration, teamwork, and leadership play the largest part of each student’s learning experience. Students develop fluency in the production of professional, creative, artful video designed to communicate with a wide variety of audiences. This course will encompass video editing techniques, interview skills, camera work, graphics, sound, broadcast and webcasting, ethics, aesthetics, and much more!

VIDEO IN THE CONNECTED WORLD II ADVANCED (677)
Grades 10-12  5 Credits
Prerequisite: Video in the Connected World I CPA

The frontier is now! Student television pioneers, using the skills they learned in VIDEO PRODUCTION IN THE CONNECTED WORLD I, will play a pivotal role in THS-TV through generating and capturing content for authentic news stories, interviews, documentaries, commercials, public service announcements, and short films. Students will assume a variety of roles supporting THS-TV programming as they experience real-world career simulations. Students will be charged to tell the story of our school community through supporting an array of school and community activities, events, and initiatives using video to bring the story into focus.

VIDEO IN THE CONNECTED WORLD III HONORS (678)
Grades 11-12  5 Credits
Prerequisite: Video in the Connected World II Advanced

Student pioneers will employ their talents in television production and broadcast to pursue independent projects supporting their individual interests and passions. Students will develop video portfolio which reflects their unique and individual passions. Students will also engage in collaborative learning opportunities with cohort peers in group projects. Field experiences and guest speakers will provide in-depth insight to careers in the future world of television, communication and interactive multimedia.

STAGECRAFT DESIGN PRODUCTION CPA (673)
Grades 9-12  5 Credits
Prerequisite: None

In this introduction to stagecraft course, students will garner skills to demonstrate the creative, critical thinking, collaboration and problem-solving skills which are essential in making stage productions come alive! Through the art of stagecraft, students will be on the forefront of innovation in the area of audio, music, video, scenery, lighting, and optical/mechanical/sound effects. In their study of stagecraft, students will be exposed to and discover natural interdisciplinary connections, especially in the area of Art, the Humanities, Mathematics, and Engineering.

STAGECRAFT DESIGN PRODUCTION ADVANCED (674)
Grades 10-12  5 Credits
Prerequisite: Stagecraft Design Production CPA
Stagecraft Design Production Advanced will build on the prerequisite, introductory level course. This course is for students who want to pursue the master level of stagecraft by taking lead roles such as Chief Designer, Carpenter, Electrician, Scenic Artists, Audio Engineers, and Stage Managers. These roles and others will be defined through an in-depth career exploration of the comprehensive stagecraft industry. Students will take an active role in a variety of school and community productions.

STAGECRAFT DESIGN PRODUCTION HONORS (675)
Grades 9-12  5 Credits
Prerequisite: Stagecraft Design Production Advanced

This pinnacle course in the sequence of Stagecraft Design Production courses is designed for students who want to take on leadership roles in the creation and realization of the designs for our major musical and theatre productions during the year. Students will be given the opportunity to serve as Chief Designers, Carpenters, Electricians, Scenic Artists, Audio Engineers, and Stage Managers. Emphasis in this course is placed on leadership, innovation, and collaborative efforts to create high quality works of art. Students will study and analyze materials to determine how audio, music, video, scenery, lighting, and optical/mechanical/sound effects can drive the production...to rave reviews or less than rave reviews!
In today's business and academic world, students are expected to be proficient in the use of a word processor, spreadsheet, other current business software, and business practices. We, therefore, strongly recommend that all students select courses in this area.

ACCOUNTING

ACCOUNTING 1 CPA (714)
Grades 10-12  5 Credits
Prerequisite: None

This course is designed for students planning to enter the business world. Students will be introduced to accounting procedures and be prepared to keep complete records for a business firm. They will gain an understanding of the relationship of various records to the entire accounting system. Students will also gain an understanding of, and practical experience working with, the accounting cycle in its simplest form. They will work with source documents, journals, ledgers, work sheets, and financial statements. A workbook will be used for practical application of these accounting principles.

Additional areas such as personal and corporate, combination journal, checking accounts, petty cash, payroll records, and special transactions involving fixed assets and bad debts will be covered. Students will use a workbook for practical application of principles. They will complete an entire business simulation set involving all aspects of the accounting cycle. **Automated (computerized) accounting procedures will be introduced. Computer skills are highly recommended but not required.**

ACCOUNTING 2 HONORS (716)
Grades 11-12  5 Credits
Prerequisite: Accounting 1

This course is especially designed for students who are preparing to take positions in the business field, or for those who plan to enter college and major in accounting, finance, marketing, management, investing or some other phase of business administration. Students will explore advanced concepts and specialized accounting procedures. They will receive a short review of the accounting procedures and principles studied in the previous semesters. Additional areas covered include departmental and payroll accounting, updating accounts by adjustment, and partnership accounting. A workbook will be used for practical applications of principles.

Students explore corporate accounting procedures, automated accounting systems, cost accounting, inventory control, vouchers, and taxes. They will learn to prepare, analyze, and interpret financial statements and see how these statements affect business decisions. Using a workbook of practical examples, students will gain a fuller understanding of business operations. **Two business simulation sets are used for corporate and cost accounting.**

**THE USE OF AUTOMATED (COMPUTERIZED) ACCOUNTING PROCEDURES WILL BE EMPHASIZED.**

PERSONAL FINANCIAL LITERACY CPA (711)
Grades 10-12  2.5 Credits
Semester
Prerequisite: None

This course provides an introduction to personal money management. Included will be a study of the application of banking/checking, credit, investments, personal financial records, taxes, insurance, and basic consumer values.
The class will participate in a final performance based assessment that encompasses all of the savings and investing strategies learned in the course.

**BUSINESS LAW CPA (718)**
Grades 9-12  5 Credits
Prerequisite: None

Students will study contracts, torts, rights and responsibilities of minors, the jury system and the court system. In addition, the Statute of Frauds, Transfer and Discharge of Obligations, contractual aspects of marriage and divorce, the law of sales, property law, including real property, bailments and wills, trusts and estates will be discussed. Throughout the course, students will engage in mock trials, case review, debates and have discussions on current legal topics.

**BUSINESS ECONOMICS CPA (720)**
FALL: Grades 10-12  5 Credits
Prerequisite: None

This course will concentrate on economic theory which will help students understand global economic systems. Economic principles presented will help students gain the market advantage that economic insight provides. Case studies and graphs will be implemented to further demonstrate economic concepts and theories.

Students will be introduced to national financial topics such as gross domestic product; unemployment; supply and demand; economic choices; inflation; the money supply and fiscal policies.

**AP ECONOMICS (728 & 728S)**
Grades 11-12  5 Credits
Prerequisite: Business Economics CPA

The THS Economics sequence includes two College Board courses: AP Microeconomics and AP Macroeconomics. Students are required to take both semesters to earn THS credits for AP Economics and are required to take the College Board’s Microeconomics or Macroeconomics. It is recommended that students take both exams. The THS AP Economics sequence must be completed in the same school year.

FALL: The fall semester will consist of the AP Microeconomics curriculum. This first portion of the THS AP Economics sequence will focus on the principles of economics that apply to functions of individual economic decision-makers. It will develop students’ familiarity with the nature and function of product markets, factor markets, market failure and the role of government.

SPRING: The spring semester will consist of the AP Macroeconomics curriculum. This second portion of the THS AP Economics sequence will focus on the principles that apply to an economic system as a whole. It will develop students’ familiarity with measurement of economic performance, national income and price determination, financial sector, stabilization policies, economic growth, and international trade and finance.

**GLOBAL BUSINESS CPA (725)**
SPRING: Grades 10-12  2.5 Credits
Prerequisite: None

This course offers an integrated global business perspective. Topics covered will include currency exchange; marketing across borders; cultural differences; and the political, economic, and geographic factors that affect international business.
ENTREPRENEURSHIP CPA (723)
SPRING: Grades 10-12  2.5 Credits
Prerequisite: None

Students will study the process of starting a new business. Topics will include product development, the business plan, funding for start-up, laws regulating start-up, types of ownership (pros/cons), management and employee relations, salesmanship, and advertising.

SPORTS ENTERTAINMENT MARKETING CPA (726)
Grades 9–12  2.5 Credits
Semester
Prerequisite: None

This course will focus on the principles of marketing in the sports and entertainment domain. The course will cover various topics in marketing such as the 4 P’s, International marketing, and how business markets products by using sports and entertainment figures. The students will be exposed to how these and other topics relate in the fast growing, sports and entertainment—marketing field.
TECHNICAL DRAWING

In addition to the traditional tools of the drafting and architectural trades, students will make use of the computer at different levels of the drafting program. Computer Aided Drafting (CAD) will be used by students both individually and in small groups to further enhance their ability to design and develop technical drawings.

TECHNICAL DRAWING 1 CPA (780)
Grades 9-12 5 Credits Prerequisite: None

This course introduces students to the technical drawing fundamentals used in technology fields such as architecture, design and engineering. Students will develop both hand and computer-aided drafting skills that are used in related undergraduate studies and real world careers.

TECHNICAL DRAWING 2 CPA (781) – pending enrollment/student interest
Grades 10-12 5 Credits
Prerequisite: Technical Drawing 1 CPA

This course continues the study of technical drawing as used in technology fields such as architecture, design and engineering. Students will continue to develop both hand and computer-aided drafting skills that are used in related undergraduate studies and real world careers.

ENGINEERING DESIGN

ENGINEERING DESIGN 1 CPA (794)
Grades 9-12 5 Credits
Prerequisite: None

This course introduces students to the innovative skills used in technology fields such as design and engineering. Students experience practical, hands-on problem solving activities through a series of long-term projects. Students work both independently and in teams to design and make physical solutions and models for technology related problems.

ENGINEERING DESIGN 2 CPA (795)
Grades 10-12 5 Credits
Prerequisite: Engineering Design 1 (formerly Invention, Design & Technology)

This course provides students with the opportunity to further develop their ingenuity skills. This is essential for many future careers that thrive on innovation and technological advancement. Similar to Engineering Design 1 (formerly Invention, Design & Technology), the prerequisite for this course, students will work both independently and in teams to design solutions to technology related problems.
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EXPERIENCES WITH FOODS CPA (740)
Grades 9-12  5 Credits
Prerequisite: None

Students will learn the foundations of food preparation while making many of their favorite dishes and baked goods. This course will cover safety, sanitation, working from recipes, cooking and baking techniques, food science and technology, how to select, purchase and properly store foods and the proper use of cutlery. Class activities include cooking and baking in small groups in well-equipped kitchens, preparing simple to challenging recipes from all food groups. Class instruction will emphasize practical consumer skills necessary for shopping and preparing balanced meals for independent living as well as for family life and entertaining.

REGIONAL CUISINES CPA (742)
Grades 9-12  5 Credits
Prerequisite: None

In the first semester, students will learn about American cuisine as a collection of regional recipes and food traditions. Students will go on a culinary journey around the United States preparing traditional recipes from each region while learning how cultures and traditions have evolved and influenced each region. Additional activities include a regional food presentation and a visit to the Culinary Institute of America in Hyde Park to learn more about culinary arts. Guest speakers in the culinary profession will be invited to present on various topics. In the second semester, the course will continue the study of food and culture with an emphasis on cuisines from around the world. The preparation of authentic meals is the focus of this course. Students will explore the culture and cooking traditions of the different countries throughout Europe, South America, Asia and Africa while learning new techniques and methods of preparation. Students will discover how ethnic food choices are related to climate, terrain, economics and history. This course will increase the student’s understanding and appreciation of the diverse cultures and food traditions around the world.

FOOD AND FITNESS (755)
This course will not be offered in 2015-2016 school year.
Grade 12  9 Credits

This course requires enrollment in both a Family and Consumer Studies section and a corresponding senior Physical Education section (Physical Education 4 840). Students will gain knowledge, skills and motivation to explore and apply concepts of wellness in making and assessing personal choices to move toward optimal health and vitality. They will examine food choices they make, facts about food, smart choices as a consumer of food and fitness products, and the importance of physical well-being. Students will become proficient in healthful cooking as well as safe, enjoyable and effective fitness principles and behaviors to be practiced over a lifetime.

CHILD DEVELOPMENT

CHILD DEVELOPMENT CPA (748)
Grades 9-12  5 Credits
Prerequisite: None
The course covers the growth, development and behavior of children from conception to 12 years of age and their interaction. The influences of family, peers, and society on the developing individual will be examined. There will be discussions of such theorists as Freud, Erickson, and Skinner. This course often provides an avenue of self-discovery. It is also valuable for those planning a professional career in working with children. Supervised observation and participation in the Child Center with groups of young children once a week each semester is a major component.

## CHILD PSYCHOLOGY HONORS (749)
Grades 11-12  5 credits
Prerequisite: Child Development

This course is a study of the growth, development and behavior of children. Relevant theories and research findings will be presented relating to the child’s physical, intellectual, social, and emotional development. Emphasis will be placed on the changing concepts of childhood and the contemporary practical concerns of parents and educators. This course is intended for students who plan to further their studies in the area of Child Development and Psychology. Students will have the option to earn three college credits through an arrangement with Seton Hall University. The student is responsible for college fees associated with this course.

## Students enrolled in this course may register for Project Acceleration credits through Seton Hall University.
PHYSICAL EDUCATION/FAMILY LIFE/ DRIVER EDUCATION

Graduation requirements: Eight semesters (four years) 12 credits of Physical Education plus four credits of Family Life and Driver Education.

THE CURRICULUM

Students must register for Physical Education in each of their four years of high school. Physical Education registration will automatically enroll students in Family Life 1 in the ninth grade, Driver Education in the tenth grade, and Family Life 2 in the eleventh grade and Family Life 3 in twelfth grade. Project Adventure, Family Life, and Driver Education courses share the same class period each day as the Physical Education course and can be considered as one course when planning a program.

PHYSICAL EDUCATION

The Physical Education program is co-educational. Activities include individual and team sports as well as recreational and leisure time activities. Physical fitness activities stress strength, flexibility, endurance, and cardio-vascular development. Activity choices include aerobics, badminton, basketball, early educational instructional unit, fitness, flag football, floor hockey, Frisbee, handball, indoor soccer, jogging, lacrosse, paddle tennis, soccer, softball, speedball, table tennis, tennis, track and field, weight training, and volleyball.

PROJECT ADVENTURE 1 CPA (810S)
Two Marking Periods Grade 9 2 Credits

PHYSICAL EDUCATION 1 CPA (810Q)
One Marking Period Grade 9 1 Credit

PHYSICAL EDUCATION 2 CPA (820S/Q)
Three Marking Periods Grade 10 3 Credits

PHYSICAL EDUCATION 3 CPA (830S/Q)
Three Marking Periods Grade 11 3 Credits

PHYSICAL EDUCATION 4 CPA (840S/Q)
Three Marking Periods Grade 12 3 Credits

*PROJECT ADVENTURE 1

One semester of Physical Education in the ninth grade, Project Adventure consists of a series of group and individual initiatives aimed at increasing personal confidence and achieving goals cooperatively.

Students receive 1 credit for each successfully completed marking period for Family Life 1, Physical Education 1, Driver Education, Physical Education 3, and Physical Education 4. Students receive two credits for successful completion of Project Adventure, and Family Life 2 (all semester courses).

FOOD AND FITNESS (755)
This course will not be offered in 2015-2016 school year
Grade 12 9 Credits
This course requires enrollment in both a Family and Consumer Studies section and a corresponding senior Physical Education section. (Physical Education 4 840) Students will gain knowledge, skills and motivation to explore and apply concepts of wellness in making and assessing personal choices to move toward optimal health and vitality. They will examine food choices they make, facts about food, smart choices as a consumer of food and fitness products, and the importance of physical wellbeing. Students will become proficient in healthful cooking as well as safe, enjoyable and effective fitness principles and behaviors to be practiced over a lifetime.

**FAMILY LIFE**

**FAMILY LIFE 1 CPA (811Q)**
One Marking Period Grade 9  1 Credit
Prerequisite: None

This course takes a holistic approach to health and family life. Areas of concentration include media influence on personal health, eating disorders, decision making, substance abuse and addictions.

**FAMILY LIFE 2 CPA (821Q)**
One Marking Period Grade 11  1 Credit
Prerequisite: None

The focus of this course is on wellness which includes mental & sexual health, reproduction and conception, sexuality, dating violence, and bullying. This course provides an opportunity to acquire knowledge about one's own sexuality while supporting the development of responsible personal behavior. Cultivation of respect for all ethical, ethnic, religious, and cultural beliefs and backgrounds is a primary objective. This class will help students to build an image of themselves as worthy individuals and contributing members of family and society.

**FAMILY LIFE 3 CPA (841Q)**
One Marking Period Grade 12  1 Credit
Prerequisite: None

This course takes a wide-ranging approach to inspire and motivate our young adults. Students will examine issues surrounding sexual harassment, domestic & dating violence, organ donation opportunities, goals and achievement, nutrition, stress management, basic First Aid and general safety practices.

**PEER LEADERSHIP CPA (845)**
Grade 12:  4 Credits
Prerequisite: Family Life 2 or Teen PEP
Program and recommendation of Administration, Faculty, Peer Advisors after completion of the application process

The Peer Leadership program is an evidence-based program that supports and eases students’ successful transition from middle to high school. The program taps into the power of high school seniors to create a nurturing environment for incoming freshmen. Senior Peer Leadership accepts students who have demonstrated leadership ability and who are interested in committing their time and effort to help fellow students. This class focuses on learning how to facilitate groups around a myriad of topics that adolescents face in today’s world such as: peer pressure, decision making, refusal skills, bullying and tolerance.

This is a yearlong course and it also is inclusive of the ten hour state mandated drug and alcohol education program as well a physical education requirement. The students are required to attend a weekend retreat as part of their leadership training.
TEEN PEP/PEER GROUP CPA (835)
Grade 11  4 Credits
Prerequisite: Recommendation of Administration, Faculty, Peer Advisors after completion of the application process

This course replaces the Physical Education/Family Life 2 requirement

Tenafly Teen Pep (Peers Educating Peers) is a course designed to provide an effective program of peer-to-peer sexual health education and risk reduction in our school community.

FIRST AID/CPA (841)
Grade 11/Grade 12  1 Credit (one quarter course)
Prerequisite: None

This course in basic first aid and CPR would provide students with an opportunity to become certified in both of these areas. The curriculum to be followed would be that of the American Heart Association or American Red Cross program in first aid and CPR, and AED.

DRIVER EDUCATION

DRIVER EDUCATION (THEORY) CPA (821Q)
Grade 10  1 Credit Prerequisite: None

This one quarter theory course is designed to prepare students for the New Jersey Motor Vehicle Commission Knowledge Test. The class will study the rules of the road, and learn about safety and the importance of a responsible driver attitude.
FRESHMAN SEMINAR/FINANCIAL LITERACY (The Administration is in the planning stage for this potential new course. Pending feasibility of scheduling, all ninth graders will automatically be scheduled for the course. A final determination regarding if the course will be offered in 2015-16 will be announced by March 1, 2015.)

5.0 credits (2.5 Financial Literacy; 2.5 Life & Career Skills)

Beginning with the Class of 2019, all freshmen are required to register for this course. This full year course is designed to assist 9th graders transition to the high school; develop the knowledge, skills, and attitudes needed to successfully:

- examine their own lives
- explore and evaluate a wide range of education and career options, and
- make reasoned and researched goals for their future
- fulfill the NJ state mandated personal financial literacy high school component needed to graduate

The course is aligned with the NJ Core Curriculum Content Standards for 21st Century Life and Careers. The course will help students reflect upon concrete answers to essential questions regarding career and life skills; personal social development; and, educational achievement. Students will also work with Senior Peer Group Leaders (12th grade peer leaders).
ALTERNATIVE COURSES OF STUDY
Enrollment subject to prior approval by administrator

STUDY SKILLS
Grade 9 College Prep    5 Credits

The Study Skills program provides special education services to freshmen who have a diagnosed disability(s) and require varying degrees of skill development and academic support. The goal of the study skills program is to help students become independent learners in the regular setting, to assist students in making a successful transition to high school, and to ensure their experience in the high school will be productive. This will be implemented by providing guided instruction in development of successful study habits such as the following: information gathering; note taking; critical reading and retention; listening skills; analyzing instruction, learning style; and personal strengths; preparation for and taking quizzes, tests, and examinations; time management; and self-advocacy.

ACADEMIC SUPPORT
Grade 10/11th/12th Program, 5 Credits

10th/11th GRADE PROGRAM:

The Academic Support course at this level will continue the focus of the 9th Grade Study Skills Program with an emphasis on the skills necessary for a student to complete work effectively. Self-advocacy and independence are encouraged for the students to gain skills they will need in their post-secondary placements. At this level the program will also address such topics as transition planning, the importance of high school transcripts, post-secondary options and support services, teacher recommendations, PARCC Exam and the procedures required to take the PSAT Exam, SAT Exam and ACT Exam.

12TH GRADE PROGRAM:

Academic Support at the 12th Grade level is designed to help students increase their skills for a successful transition to life after high school, in order to reach their educational and vocational objectives. The key objectives will focus on developing practical study skills and cover topics such as successful transitions to post-secondary options, college resources, research and application process, time management, memory skills, test taking, reading, note taking, personal strengths, and goal setting.

MATH 1

This course is designed to reinforce arithmetic procedures and introduce algebraic concepts. Some topics will include operations with integers, fractions, decimals, percentages, estimation, and graphing. Emphasis is placed on the application of these concepts in real world problem solving.

TRANSITION 9, 10 CPB

These courses are designed to provide the student with the opportunity to explore and gain knowledge of self and careers. Students will become self-aware, explore a variety of career clusters, and prepare for the world beyond high school. Life skills, self-advocating skills, organizational skills, and planning for the future will be emphasized.
STRUCTURED LEARNING EXPERIENCE

The Structure Learning Experience (SLE) initiative, coordinated by New Jersey Department of Education, provides students with meaningful, relevant educational experiences that provide the opportunity to explore career options focusing on their interests and abilities, assist them in gaining employment skills, make future career and educational choices. This initiative includes safety and transportation training, personal and social skill development, the job application process, interview techniques, proper jobsite behavior, integrity and honesty in the workplace.
The Bergen County Technical High Schools in Paramus offer students in the ninth, tenth, eleventh, and twelfth grades a half-day of career training every day. Admission to the program is open to all students.

The shared time program provides students an excellent opportunity to learn a technical trade while completing most of their academic requirements at THS. All shared-time students are required to take an academic course at BCTHS/Paramus each year to help meet THS graduation requirements.

New students take part in two exploratory cycles through technical areas that last five weeks per cycle. Students may choose from the following areas:

- Automotive Collision Repair
- Automotive Technology A.S.E.
- Cosmetology
- Green Building Trades
- Healthcare Occupations
- Information Technology
- Landscaped Design
- Skin Care/Esthetician
- Small Animal Care
- Visual & Graphic Design

SATELLITE SCHOOL (790)
Grades 9-12 7.5 Credits per Semester
Prerequisite: None

FALL: A.M.    SPRING: A.M.

SATELLITE SCHOOL (792)
Grades 11-12 7.5 Credits per Semester
Prerequisite: None

FALL: P.M.    SPRING: P.M.

VIRTUAL HIGH SCHOOL CPA
Grades 10–12 2.5 credits per semester

Tenafly High School offers online courses through our membership in Virtual High School (VHS). Each semester 25 of our students (sophomores, juniors and seniors only) can enroll in these courses. Students may not take courses whose content is offered by the curriculum at THS. VHS courses are offered asynchronously, allowing students to complete their work at home as well as at school. The courses are rigorous and require a great amount of self-discipline. These courses are credited, and grades are part of the permanent transcript. Courses may not, however, be used to fulfill graduation requirements. Students who register for VHS are committed for the entire length of the course. There is no drop/add period for VHS. Interested students must apply for seats; applications are made available each spring. More information is available on the VHS website (www.govhs.org) and from Mrs. Capone, VHS Site Coordinator. (Room 140 in the Health/Science Wing.)
EXTRACURRICULAR ACTIVITIES

As rich as the course offerings are, extracurricular activities add another important dimension to high school life. Taking part in these educational activities enables students to further explore interests, develop social skills, learn organizational planning and meet other students.

Watch the school-borough calendar and the high school calendar for drama and musical productions, the Olympics, dances, a talent show, and Spirit Day, just to mention a few.

In September a club fair is held during a school day to help students select club activities.

ATHLETICS

An extensive athletic program enables all students to develop coordination, physical fitness, skills, sportsmanship, and teamwork. Boys may compete in ice hockey, football, soccer, bowling, cross-country, basketball, indoor and outdoor track, wrestling, baseball, swimming, tennis, and golf. Girls may compete in ice hockey, tennis, soccer, volleyball, cross-country, basketball, indoor and outdoor track, bowling, softball, swimming and golf. Students in all grades are eligible to try out for varsity teams while those in ninth through eleventh grade may try out for junior varsity teams. Ninth graders who do not make the varsity or junior varsity teams can still play on a freshman team. All students may participate in intramurals and try out for the cheerleading squad.

Interested students should consult the coach of the sport in which they are interested. Additional information is also available in the athletic office.

A physical examination by the student's doctor, a completed parental permission form, and clearance by the school physician are required before a student can participate in sports. Application forms are available in the athletic office. Students who plan to participate in a fall sport will have to submit all required physical forms by August 1st in order to be eligible for the first day of practice in mid-August.

Student athletes at Tenafly High School are expected to follow a Chemical Abuse Policy for all extracurricular activities, which is outlined in the Tiger-Q handbook. The main purpose of this policy is preventive in nature. However, we must be prepared to deal with those cases where athletes—by their choice--decide to disregard training guidelines.

Tenafly High School is classified by the New Jersey Interscholastic Athletic Association (NJSIAA) as a Group Three school in the North I Section. Tenafly is a member of a forty school conference known as “The Big North.” The conference is made up of schools in Bergen and Passaic counties. The conference is divided up into several divisions for competition purposes.

In order to participate in interscholastic athletics, student athletes are required by the NJSIAA to meet certain academic standards to maintain athletic eligibility. To be eligible for competition during the Fall & Winter season all students need to have achieved 30 credits in the previous academic year. Incoming freshman are automatically eligible for the fall and winter seasons. To participate in spring sports all students need to have passed 15 credits during the 1st semester. The number of credits represents 12.5 % of credits needed for graduation.

Transfer students:

Any student transferring to Tenafly High School and planning to participate on an interscholastic athletic team is required to complete a Transfer Waiver Form as per the NJSIAA. Transfer students and their parents should
check with the athletic director for details. Athletic participation by transfer students is subject to NJSIAA regulations.

**PUBLICATIONS**

Those who wish to participate in the production of the yearbook *Tenakin* or the school news magazine *ECHO* must register for the extracurricular activities: *Tenakin* Lab or *ECHO* Lab. These extracurricular activities are scheduled during the school day; therefore, you must register for them as you would a class.

**ECHO LAB (194)**

Grades 9-12  
Prerequisite: Application

ECHO is a student-run organization that meets daily during period 9. ECHO is open to students of all grade levels (9-12) and offers students opportunities to develop real-world skills by working collaboratively to produce the student newspaper. ECHO staffers can work on planning, writing, editing, photography, layout, business and more. Students apply by completing a writing sample. Students who have participated in ECHO for one year are eligible to apply for leadership positions.

**TENAKIN LAB CPA (192)**

FALL and/or SPRING  
Grades 10-12  
1 Credit  
Prerequisite: Application

Tenakin is a one-credit, year-long elective open to juniors and seniors. In the class, students learn and apply skills necessary to produce the annual yearbook, Tenakin. Students are selected through an application process the preceding year. Second-year Tenakin participants have the opportunity for leadership positions. The course is graded on a pass/fail scale.

**COMMUNITY SERVICE**

Students may gain personal satisfaction as well as earn two credits for a service project that contributes to the school or community. This might include activities such as working in the library, child care, assisting in a laboratory, tutoring elementary school students, volunteering in a hospital, E.M.T., working in a nursing home, on the technical/stage crew or coaching elementary school sports teams. Any worthwhile project will be considered. Interested students should submit their proposal on an application form provided by the community service coordinator. The sponsor, the community service coordinator and the Principal must sign the application before the project is accepted for credit. A minimum of 60 hours must be completed to earn two course credits. A maximum of two credits may be earned by any student for community service.
# Addendum A

**NJ State Minimum* Graduation Requirements by Content Area and Grade 9 Class**

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<tbody>
<tr>
<td>LANGUAGE ARTS LITERACY</td>
<td>20 Credits</td>
<td>20 credits aligned to grade 9 through 12 standards</td>
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<tr>
<td>MATHEMATICS</td>
<td>15 credits including algebra 1 or the content equivalent**</td>
<td>15 credits including algebra 1 and geometry or the content equivalent**</td>
<td>15 credits including algebra 1 and geometry or the content equivalent** and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers.</td>
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<tr>
<td></td>
<td>15 credits including at least 5 credits in laboratory biology/life science or the content equivalent**</td>
<td>15 credits including at least 5 credits in laboratory biology/life science or the content equivalent** and one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics</td>
<td>15 credits including at least five credits in laboratory biology/life science or the content equivalent**; an additional laboratory/inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course.</td>
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<tr>
<td>SOCIAL STUDIES</td>
<td>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</td>
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<tr>
<td>FINANCIAL, ECONOMICS, BUSINESS, AND ENTREPRENEURIAL LITERACY</td>
<td>No state requirement</td>
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<td></td>
<td>2.5 credits</td>
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<tr>
<td>HEALTH, SAFETY, AND PHYSICAL EDUCATION</td>
<td>3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8</td>
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<tr>
<td>VISUAL AND PERFORMING ARTS</td>
<td>5 credits</td>
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<tr>
<td>WORLD LANGUAGES</td>
<td>5 credits or student or student demonstration of proficiency</td>
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<tr>
<td>TECHNOLOGICAL LITERACY</td>
<td>Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum</td>
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<tr>
<td>21st CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION</td>
<td>5 credits</td>
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<td>TOTAL CREDITS (State Minimum)</td>
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<td>120***</td>
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* School districts may establish course and/or credit requirements which exceed the State minimums.

**"Content equivalent” means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the Core Curriculum Content Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titled differently or may present material in an interdisciplinary or spiral format.

***The 120 credits total is greater than the sum of the individual requirements above, to allow for student electives.
Addendum B

FOUR YEAR PROGRAM PLAN WORKSHEET FOR: ___________________________ DATE: ________

Prospective NCAA student-athletes must work closely with their school counselor to ensure selected studies and course placements are NCAA approved. Updated information regarding approved courses as well as overall NCAA requirements is available through the Guidance Department.

<table>
<thead>
<tr>
<th>REQ</th>
<th>SUBJECT</th>
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<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>4 Years</td>
<td>ENGLISH (LA for ELL students)</td>
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<tr>
<td>3 Years</td>
<td>MATH (Including Algebra 1 and Geometry)</td>
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<tr>
<td>4 Years</td>
<td>HISTORY</td>
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<tr>
<td>3 Years</td>
<td>SCIENCE</td>
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<tr>
<td>2 Years</td>
<td>WORLD LANGUAGE (ELL)</td>
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<tr>
<td>Every Year</td>
<td>PHYSICAL EDUCATION</td>
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<tr>
<td>1 Year</td>
<td>ELECTIVES 21ST C Life and Careers</td>
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<tr>
<td>1 Year</td>
<td>ELECTIVES FINE/PERFORMING ARTS</td>
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<tr>
<td>½ year</td>
<td>Economics or Financial Literacy</td>
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<tr>
<td>120 req.</td>
<td>ADDITIONAL ELECTIVES</td>
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</table>

**STUDY SKILLS**

**TOTAL CREDITS**: 120

Towards 120 Credits and Beyond
Addendum C
Your Choices for 2015 - 2016

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Course #</th>
<th>Course Title</th>
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<tbody>
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<td>English</td>
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<td>Social Studies</td>
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</tr>
<tr>
<td>Mathematics</td>
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<td>Science</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td></td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Life and Careers or Career-Technical Education</td>
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<td></td>
<td></td>
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<tr>
<td>Other Electives</td>
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### Addendum D

**Course Selection – 2015-2016**

#### ENGLISH

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester</th>
<th>Description</th>
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<tr>
<td>101</td>
<td>World Lit I CPB</td>
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<tr>
<td>102</td>
<td>World Lit I CPA</td>
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<tr>
<td>103</td>
<td>World Lit II H</td>
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<td>121</td>
<td>World Lit II CPB</td>
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<td>122</td>
<td>World Lit II CPA</td>
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<tr>
<td>126</td>
<td>Humanities H</td>
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<tr>
<td>131</td>
<td>American Lit CPB</td>
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<tr>
<td>137</td>
<td>AP Eng Lang/Comp</td>
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<td>141</td>
<td>Senior English CPB</td>
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<tr>
<td>149/152</td>
<td>Senior English CPA – Drama</td>
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<tr>
<td>154/156</td>
<td>Senior English CPA – Psych/War</td>
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<td>157</td>
<td>AP Eng Lit/Comp</td>
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<td>150A/150E</td>
<td>Senior English CPA – Dystopian</td>
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<td>173</td>
<td>Creat Writ CPA#</td>
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<td>Creat Writ H III#</td>
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<td>180A</td>
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<td>180B</td>
<td>Close Readings of Film CPA#</td>
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<td>192</td>
<td>Tenakin</td>
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<tr>
<td>167</td>
<td>Lang Arts 1 CPB</td>
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<td>168</td>
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<td>Lang Arts 3 CPB</td>
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<td>ELL 1 CPB</td>
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#### SOCIAL STUDIES

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<th>Semester</th>
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<tr>
<td>200</td>
<td>African Asian Studies H</td>
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<td>African Asian Studies CPB</td>
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<td>202</td>
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<td>221</td>
<td>European History CPB</td>
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<td>226</td>
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<td>AP US Gov</td>
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<td>256</td>
<td>American Mind H</td>
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<td>266</td>
<td>US Foreign Policy H</td>
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#### SCIENCE (x)

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<th>Semester</th>
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<td>Contemporary Issues &amp; Leadership I CPA #</td>
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<td>Intermediate US Culture 2 CPB</td>
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<td>US Culture 2-Proficient CPA</td>
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#### MATHEMATICS (x)

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<td>Phys Science CPB∞</td>
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#### WORLD LANGUAGE

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<td>500</td>
<td>AP Chinese#</td>
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<td>501</td>
<td>French 1 Adv</td>
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<td>502</td>
<td>French 1 CPA</td>
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<td>556</td>
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<td>561</td>
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#### AP/environmental science (x)

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<tr>
<td>481</td>
<td>Anatomy/Physio CPA∞</td>
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Please note 450 & 450S are required to be taken as a one-year sequence.
**ART**

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<th>Course Code</th>
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<td>Art Experience CPA</td>
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<tr>
<td>620</td>
<td>Digital Art CPA</td>
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<td>622</td>
<td>Photography CPA</td>
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<td>623</td>
<td>Painting CPA</td>
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<td>624</td>
<td>Drawing CPA</td>
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<td>629</td>
<td>3-Dimensional Designs CPA</td>
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<td>633</td>
<td>Computer Animation H</td>
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<td>642</td>
<td>Art Portfolio H</td>
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<td>643</td>
<td>AP Studio Art</td>
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<td>644</td>
<td>AP Art History</td>
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**PERFORMING ARTS**

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<td>Speech Communication CPA</td>
</tr>
<tr>
<td>631</td>
<td>Public Speaking CPA</td>
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<td>632</td>
<td>Public Speaking 2 CPA</td>
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<td>634</td>
<td>Acting CPA</td>
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<tr>
<td>635</td>
<td>Scene Study CPA</td>
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<td>645</td>
<td>Dance and Movement I</td>
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<td>646</td>
<td>Dance and Movement II</td>
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**MUSIC**

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<td>Percussion World CPA</td>
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<tr>
<td>654</td>
<td>Concert Choir CPA</td>
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<tr>
<td>656</td>
<td>Choir SSA Adv</td>
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<td>655</td>
<td>Choir SSA H</td>
</tr>
<tr>
<td>652</td>
<td>Choir SATB Adv</td>
</tr>
<tr>
<td>657</td>
<td>Choir SATB H</td>
</tr>
<tr>
<td>660</td>
<td>Digital Music Prod CPA</td>
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<tr>
<td>663</td>
<td>AP Music Theory</td>
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<td>664</td>
<td>Orchestra CPA</td>
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<td>664A</td>
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<td>665</td>
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<td>670</td>
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<td>684</td>
<td>Guitar 1 CPA</td>
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**AUDIO VIDEO BROADCAST PRODUCTION**

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<td>Stagecraft Design Prod Adv</td>
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<td>675</td>
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<td>676</td>
<td>Video in Connected World I CPA</td>
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<td>Video in Connected World II Adv</td>
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**BUSINESS**

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<td>714</td>
<td>Accounting 1 CPA</td>
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<td>716</td>
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<tr>
<td>718</td>
<td>Business Law CPA</td>
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<tr>
<td>720</td>
<td>Business Economics CPA</td>
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<td>723</td>
<td>Entrepreneurship CPA</td>
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<td>725</td>
<td>Global Business CPA</td>
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<td>726</td>
<td>Sports Entertainment/Marketing CPA</td>
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<tr>
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<td>728S</td>
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*Please note 728 & 728S are required to be taken as a one-year sequence*

**TECHNOLOGY #**

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<td>Technical Drawing 1 CPA</td>
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<td>Technical Drawing 2 CPA</td>
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<tr>
<td>794</td>
<td>Engineering Design 1 CPA</td>
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<td>795</td>
<td>Engineering Design 2 CPA</td>
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**FAMILY AND CONSUMER STUDIES**

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<td>Experiences with Foods CPA</td>
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<td>742</td>
<td>Regional Cuisine CPA</td>
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<td>748</td>
<td>Child Development CPA</td>
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<td>749</td>
<td>Child Psychology H</td>
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**PHYSICAL EDUCATION/ FAMILY LIFE/ DRIVER ED**

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<td>Project Adv 1 CPA</td>
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<td>810Q</td>
<td>PE CPA</td>
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<td>811Q</td>
<td>Family Life 1 CPA</td>
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<td>820S/Q</td>
<td>PE 2 CPA</td>
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**STUDY SKILLS**

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<td>Academic Support 12 CPB</td>
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<td>Math 1 CPB</td>
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<td>Transition 1 CPB</td>
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<td>Transition 2 CPB</td>
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<tr>
<td>972</td>
<td>Transition 3 CPB</td>
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* Visual and Performing Art
# 21st Century Life and Careers, or Career-Technical Education
^ Personal Financial Literacy
∞ STEM ACADEMY
@ PERFORMING ARTS ACADEMY
§ Recommended by the Child Study Team and Special Education Department and stated in the child’s IEP (Individual Education Program)
Addendum E

COURSE RECOMMENDATION AND APPEAL PROCESS

COURSE RECOMMENDATIONS

Teachers will make course placement recommendations for each of their students for the following school year. Before inputting recommendations into Genesis, teachers should inform all students of placement recommendations and the rationale for their decision.

THE APPEAL PROCESS

A course level recommendation may be appealed in writing to the teacher, whose decision, in turn, may be appealed to the Content Area Supervisor, Vice Principal, and Principal. Students must use the official appeal form, which is included as Addendum F of this document and posted on the THS website.

The following process delineates the steps that students must take should they wish to appeal a course recommendation. This process is used for appealing recommendations across the continuum of levels.

1. After the first semester of the school year, teachers recommend each of their students for an appropriate level of the next course in the departmental/program sequence. These recommendations are based on the teacher’s knowledge of each student’s current level of skills, content knowledge, demonstrable interest in the subject matter, and other predictors of success at the next level. (In some departments, students may be given a placement test as one indicator of their readiness for particular courses.) One predictor of success is the student’s grade in the current course. For admission into honors or AP courses, teachers will use the information in the chart below as guidelines during the recommendation process:

<table>
<thead>
<tr>
<th>Student’s Current Course Level</th>
<th>Guideline First Semester Grade for Honors/AP Recommendation</th>
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<tr>
<td>Honors/AP</td>
<td>B</td>
</tr>
<tr>
<td>Advanced</td>
<td>B+</td>
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<tr>
<td>CPA</td>
<td>A-***</td>
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</table>

*For students enrolled in European History CPA, the guideline grade for admission into AP U.S. History in the 11th grade is an “A.” As noted within the Social Studies section of this document, students who might be interested in taking AP U.S. History in their junior year, and who do not take Humanities Honors in their sophomore year, should take European History – Advanced in their sophomore year instead of the CPA course.

* The guideline grade for Geometry Honors recommendations is a grade of A- in Algebra 1 the first time the student takes this course. For students enrolled in Geometry CPA seeking admission into Algebra 2 Honors, the guideline grade is an A- or higher in both Algebra 1 from the previous year and the current Geometry class.

λ The guideline grade for Science Honors recommendations is a grade of A- in both math and science courses.

2. If a student has not earned the guideline grade for a recommendation, a teacher may still recommend the student for the higher-level course if, in the teacher’s judgment, the student shows promise for success in the higher-level course. These students do not have to submit a formal appeal. Before making this recommendation, teachers should consult with their supervisor and with a student’s case manager, if applicable.
3. Any student may submit an appeal for admission into a desired course level. Appeals must be in writing and completed on the official school form (included as Addendum F of this document and posted on the THS website). In addition to providing a rationale for the appeal, students will be asked on the appeal form to list all of the courses for which they are currently recommended and all of the courses for which they are appealing a placement decision. Before submitting the appeal form to his/her teacher, the student must meet with his/her guidance counselor (and case manager, if applicable) to discuss the student’s planned appeal(s) and possible ramifications for the following year’s desired academic program. For each planned appeal, the student must obtain the signature of the guidance counselor (and case manager, if applicable). The student should submit the appeal form directly to the teacher(s) of his/her course. All appeals must be submitted to teachers no later than February 15 or the first school day thereafter.

4. Teachers will submit appeals forms to Content Area Supervisors no later than February 15 or the first school day thereafter. Content Area Supervisors will make appeals decisions by March 15 or the first school day thereafter. Once a supervisor has received an appeal form, he/she will meet with the student to discuss the expectations of the desired course, hear the student’s rationale for appealing the placement recommendation, and examine data (e.g., grades on particular assignments) pertinent to the placement decision. The supervisor may request that the student bring samples of work to be used as part of the overall assessment for placement.

5. After meeting with the student, initiating contact with the parent/guardian if necessary, and soliciting input from the counselor (and case manager, if applicable) the supervisor will make a placement decision.

6. Should the supervisor decide not to recommend the student for placement in the desired course, the student’s parent/guardian may pursue the appeal further, adhering to the following steps:

   a. The parent/guardian should first contact the student’s guidance counselor (and case manager, if applicable) to discuss the proposed program for the following school year.

   b. If, after that discussion, the parent/guardian still wishes to appeal, the appeal must be submitted to the Vice Principal within two weeks. The Vice Principal will communicate his decision within two weeks of that date.

   c. Should the Vice Principal decide ultimately not to recommend the student for placement in the desired course, the parent/guardian and student may appeal to the Principal.

   d. Should the Principal decide ultimately not to recommend the student for placement in the desired course, the parent/guardian and student reserve the right to enroll in the course against the educators’ advice. In this case, the parent/guardian and student will be asked to acknowledge, in writing, that the placement is sought against the educators’ recommendations, and to provide a rationale as to why they intend to act against these recommendations. An official school form (found in the Appendix of this document) must be used for this purpose. No parent/guardian or student may submit this form without completing the entire aforementioned process. All decisions will be finalized by April 15.

7. Students may not take more than two courses at a level higher than that for which they were originally recommended.
Addendum F

TENAFLY HIGH SCHOOL

REQUEST TO APPEAL COURSE LEVEL
RECOMMENDATIONS

Request must be received by February 13 to be considered.
You will be informed of a decision by March 13.

Before submitting this form, please review “The Appeal Process” section in the Program of Studies.

Course level placement recommendations are made for each student based on the assessment of our professional faculty. The faculty recommendations are based upon the student’s demonstrated educational performance and needs and the teachers’ knowledge of the expectations of the courses in their departments.

Course level placement recommendations may be appealed by completing and submitting this form to the classroom teacher. All appeals must be submitted no later than February 13. The decision of the Content-Area Supervisor will be based on all available data and conversations with the applicable teacher(s), the school counselor/case manager, the student, and parents. Students and/or parents who disagree with the supervisor’s decision may then appeal to the Vice Principal and, finally, the Principal. Parents and/or students who choose to progress through the various levels of appeal should complete and submit this same appeal form.

Prior to filing an appeal, parents and/or students should speak with the teacher who made the original recommendation. It is critical to garner insight into the rationale for the original recommendation prior to appealing the recommendation.

Parents and students must be aware of several important ramifications if an appeal is submitted and if the request for the appeal is granted. For example:

* Once the school year begins, class size limits and other considerations may prevent a student from changing classes. If a change is possible, it may involve rearranging the entire schedule and result in undesirable outcomes.

* Withdrawal from a full-year course after the end of the first week after marking period 1 interim progress reports (as opposed to moving into the same course at a different level) may result in a "Withdrawn Failure" or "Withdrawn Pass" grade being recorded on the student's permanent transcript for that course. Please see “Scheduling and Level Changes” section in the Program of Studies.

Please complete the requested information below and return it to the appropriate person as described above. It is extremely important that each progressive step of the appeal process is followed and honored. If you have any additional questions regarding this issue or other scheduling considerations, please contact the appropriate guidance counselor.

Name of Student: ___________________________________________ Student ID # ____________ Grade ________

Student’s school e-mail address: ___________________________@tenafly.k12.nj.us (Note: School personnel will use Tenafly High School e-mail addresses to contact students. It is the responsibility of the student to check this e-mail address regularly as appointment times may be communicated via e-mail).

Home telephone #__________________________________________

Student’s Counselor:________________________________________ Case Manager (if applicable)_________________________

Current Teacher:___________________________________________ Current Course:________________________________________

Requested Change from Course #___________________________ Title:________________________________________________________

to Course #________ Title:__________________________________________________________
Please explain why you believe your appeal should be granted. Feel free to attach a separate sheet of paper if necessary.

Please list all other courses for which you have been recommended for the following school year:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please list all courses for which you are currently seeking placement through the appeal process:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please sign in the appropriate place below.

Student signature ___________________________ Date _________________

Parent/Guardian signature ______________________ Date _______________

Counselor signature __________________________ Date _________________

Case Manager signature required? YES _____ NO ______

Case Manager signature (as indicated) __________________________ Date _______________

FOR OFFICE USE ONLY:
Teacher input:

Supervisor notes:
Addendum G

TENAFLY HIGH SCHOOL

ENROLLMENT REQUEST FORM – PARENTAL OVERRIDE
Before submitting this form, please review “The Appeal Process” section in the Program of Studies. This form may be submitted only after the student and parent have followed all of the procedures outlined in the Program of Studies.

This form should be submitted to the student’s guidance counselor.
Student’s Name: ___________________________ Student # _____________
Address: ______________________________________________________________________
Requested Change from Course # _____________ Title ________________________________
to Course # _____________ Title _____________________________________________

Please explain your rationale for overriding the school’s recommendation for course placement (attach a separate sheet if necessary):

Please sign in the appropriate place below.
*By signing this form, we acknowledge that we are acting against the placement recommendations of the teacher, content-area supervisor, vice principal, and principal. We also understand that it may not be possible to make a level change once school begins.

*Parent Signature ___________________________ Signature Date __________________

*Student Signature ___________________________ Signature Date __________________

ACKNOWLEDGMENT OF RECEIPT

Counselor ___________________________ Signature Date __________________

Case Manager (if applicable) ___________________________ Signature Date __________________

Content-Area Supervisor ___________________________ Signature Date __________________

Vice Principal ___________________________ Signature Date __________________

Principal ___________________________ Signature Date __________________
Addendum H

THS STEM ACADEMY

Students who choose to engage the THS STEM Academy will develop skills in the areas of science, technology, mathematics, and engineering to apply their learning in the context of real-world challenges. Students will investigate critical local and global issues and create innovative solutions.

THS STEM courses are designed on the following five pillars: critical thinking, experiential learning, collaboration, interdisciplinary connections, and communication.

To earn the *THS STEM Endorsement*, students are required to meet each of the following three criteria:

- Complete course work towards the fulfillment of New Jersey Department of Education & Tenafly High School Graduation Requirements by taking 3 courses in Mathematics, 3 lab courses in Science, and 1 STEM-approved 21st Century Life and Careers or Career-Technical Education

- Complete an additional 4 STEM-approved courses beyond the above minimum required 7 courses (all courses offered in the Mathematics and Science Program of Studies are STEM-approved; STEM-approved courses from other departments are indicated as such in our Program of Studies)

- Complete course work in 4 of the 11 minimum required STEM-approved courses on the Honors or AP Levels

To receive a *THS STEM Endorsement*, all required course work must be completed at Tenafly High School. Virtual High School courses are not eligible in the THS STEM Academy.

The *THS STEM Endorsement* is awarded to students upon the successful completion of their Senior Year.
Addendum I

THS PERFORMING ARTS ACADEMY

Students who choose to engage the THS Performing Arts Academy will develop a deep appreciation of and skills in the areas of music and theatre. The skills and qualities that will be cultivated in the THS Performing Arts Academy will be applicable to the students’ future pursuits, whether those pursuits continue to be in the arts or in another field of career and study.

Leadership, collaboration, creativity, self-confidence, and a commitment to continually reflect on and improve oneself are just some of the skills and qualities which are transferrable to any field. Multiple studies have demonstrated a direct correlation between study in the performing arts and academic achievement.

To earn the THS Performing Arts Academy Endorsement, students are required to meet each of the following three criteria:

- **Minimum of four performing ensemble course(s) (band, choir, orchestra, or any combination thereof) with a minimum of three courses being attained in the following:**
  - Advanced Band 1 – 4
  - Honors Band 3 & 4
  - Advanced Orchestra 1 - 4
  - Honors Orchestra 3 & 4
  - Advanced Choir 1 - 4
  - Honors Choir 3 & 4
  - AP Music Theory

- **Minimum of two courses, in addition to the above criteria, must be attained in the following (for class of 2015 only, one course will be required in the following):**
  - Music Theory CPA
  - AP Music Theory
  - Digital Music Production CPA
  - Band 1-4 CPA
  - Advanced Band 1 – 4
  - Honors Band 3 & 4
  - Orchestra 1 – 4 CPA
  - Advanced Orchestra 1 - 4
  - Honors Orchestra 3 & 4
  - Classical Guitar 1 CPA
  - Classical Guitar 2 CPA
  - Percussion World CPA
  - Concert Choir 1-4 CPA
  - Advanced Choir 1 - 4
  - Honors Choir 3 & 4
  - Intro to Acting CPA
  - Scene Study CPA
  - Stagecraft Design Production CPA
  - Stagecraft Design Production Advanced
  - Stagecraft Design Honors