CURRICULUM OFFERINGS

IRVINGTON HIGH SCHOOL

2015-2016

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IRVINGTON HIGH SCHOOL
CURRICULUM OFFERINGS
2015-2016 SCHOOL YEAR

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Irvington Public Schools
District Administration

Central Office

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Mr. Reggie Lamptey, Assistant Superintendent for Business/Board Secretary

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Directors and Supervisors

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Supervisor of ESL and Foreign Language

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Supervisor of Mathematics

Ms. Eileen Walton
Supervisor of Government Programs

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Supervisor of Science

Ms. Teresa Steele Hunter
Supervisor of Social Studies

Ms. Nicole Gilmore
Supervisor of Special Services

Ms. Tawana Moreland
Supervisors of Early Childhood

District Goals For 2015-2016 School Year

1. The Irvington Public Schools will promote the academic achievement of all students by challenging each student to perform to his/her maximum ability level.

Objective 1.

Increase student achievement on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in English Language Arts.

Objective 2.

Increase student achievement on state standardized tests by meeting the New Jersey Department of Education's Annual Performance Target in Mathematics.

Objective 3.

Increase the graduation rate by 3% as compared to the 2014-2015 school year by incorporating researched-based College and Career courses and programs.

2. The Irvington Public Schools will provide students with rigorous instruction and authentic assessments in the Least Restrictive Environment (LRE) in grades PreK to 12.

Objective 1.

Develop and utilize one monthly common formative assessment in English Language Arts and two monthly common formative assessments in Mathematics for all students in grades 6-12.

Objective 2.

Develop and utilize unit assessments in English Language Arts and Mathematics for all students in grade K to 5.

Objective 3

Disaggregate student data on a monthly basis and utilize results to discuss student achievement as it relates to the students' comprehensive school experience.

Objective 4.

Implement a rigorous, relevant, and standards based curriculum reflecting 21st Century skills across all subjects for all students.

Objective 5.

Provide professional development to staff with a focus on improving student achievement as evidenced by successful implementation documented in walkthrough observations and evaluations as well as teacher survey results.

3. The Irvington Public Schools will effectively partner with community stakeholders to provide on-going feedback on the effectiveness of services to students inside and outside of the classroom.

Objective 1.

By June 2016, conduct at least four (4) Superintendent's Quarterly Forums to foster parental as well as community involvement in the Irvington Public Schools.

Objective 2.

By June 2016, conduct two (2) community meetings to report the results on state assessments and introduce strategies for improving student achievement.

Objective 3.

By June 2016, effectively utilize the district website, School Messenger automated phone system, Twitter, Facebook, PowerSchool Parent Portal and public access Channel 36 to communicate and seek feedback from parents and community stakeholders, with an overall target of a minimum of one (1) technological communication per month.

Objective 4.

Develop and implement two (2) strategies to introduce 5th grade parents to the middle schools and 8th grade parents to the high school.

Course Core Proficiencies
New Jersey State Department of Education

Student proficiencies in knowledge, skills, behavior, and attitude are a part of all courses of study offered at Irvington High School. The New Jersey Department of Education has established Common Core Standards. Irvington High School courses meet the established New Jersey State Content Standards required by the State Department of Education.

Irvington School District
Mission Statement

With the verbal, fiscal, and spiritual support of the people of Irvington, the children who attend the Township's public schools shall be intellectually stimulated, instructionally challenged, and emotionally motivated to visually display and mentally portray their own unique gifts and talents as enhanced by the type of education offered by the Board of Education.

Affirmative Action Policy

It is the policy of the Irvington Board of Education to provide equal educational opportunities to all students regardless of race, color, creed, religion, sex, or handicap.

District Affirmative Action Officer

Ms. Cherelle C. Tolor, Manager of Human Resources

District 504 Officer

Ms. Patricia Dowd, Director of Special Services

A Message from the Principal

Dear Irvington High School Students:

This document has been prepared to assist you with any inquiries that you may have related to your academic program. It describes the course offerings, serves as a guide for course selection and facilitates future career and academic planning. Please read and review this document with your parent/guardian in preparation for individual scheduling conferences with guidance personnel.

The Irvington Public School District is committed to providing a curriculum which meets the needs of all students. To this end, Irvington High School: Frank H. Morrell Campus offers a comprehensive well-balanced curriculum. It is suggested that you review this document to help you develop a program that is aligned with your abilities, talents, and goals.

Good luck in all your academic endeavors. Please know that the staff and administrators are available to support you throughout your high school experience.

Yours truly,

Sandra Y. Boone-Gibbs
Principal

Four-Year Program Planning Sheet

Class of 2016, 2017, 2018, and 2019

Complete this plan carefully for all four years. Select courses that most realistically fit your career plans. Keep this program available for future course selection. The planning grid below highlights the minimum graduation requirements mandated by the State of New Jersey. Keep in mind that if your goals change, your selected courses of study can be changed to reflect your new goals. However, the earlier you determine your high school and post-high school plans, the greater opportunity you will have for a more thorough and meaningful preparation for future endeavors.

Graduation Requirements	Grade 9	Grade 10	Grade 11	Grade 12
Language Arts (4 years)				
Mathematics (3 years)				
Science (3 years)				
Social Studies (3 years)				
Financial Literacy (1/2 year)				
Health, Safety& Physical Education (4 years)				
Visual and Performing Arts (1 year)				
World Language (1 year)				
21st Century Life and Careers, or Career-Technical Education (5 credits)				

Grade Level Placement

GRADE 9	0-24 CREDITS
GRADE 10	25-54 CREDITS
GRADE 11	55-84 CREDITS
GRADE 12	85 AND UP

Guidance and Counseling Services

Guidance Services

Guidance services in the high school can best be defined as a variety of resources available to each student to facilitate his/her academic success in school; to help a student better understand strengths and limitations; to identify interests; and to aid in planning for and attaining realistic goals. The guidance counselor, in more general ways, is committed to providing services to maximize students four years at Irvington High School. Counselors assist students in selecting courses, adjusting course selections, planning for the future, planning for employment opportunities, learning more about their abilities and potentials, and coping with personal or social problems. In all these cases, the student will find the counselor a patient listener or questioner who can provide guidance toward finding the best answers or solutions. Each student will be assigned to a counselor upon entry into the high school. Additionally, a student who participates in athletics will be assigned a counselor who is specially trained in NCAA (National Collegiate Association) requirements. The student will meet with the counselor periodically during the school year to evaluate progress and to develop educational plans. Conferences may be initiated by either the counselor or the student. The services of the guidance department may be summarized as follows:

a. *Counseling* – Individual and group conferences are held for the purpose of developing educational and vocational plans and assisting with personal problems.

b. *Information* – Information is available to all students on careers, colleges, schools, financial aid applications, scholarship, and loans. Students are encouraged to use resources freely.

c. *Testing* – A variety of standardized group testing programs are administered by the department, the aim of which are to provide greater understanding of the students' interests and abilities, to assess academic proficiencies, and to determine college preparedness for college placement.

d. *Scheduling* – The guidance staff is responsible for the educational programming of all students. Group sessions and individual programming of all students. Group sessions and individual sessions are held with students to accomplish this goal.

Guidance services are available daily between 8:06 a.m. and 3:00 p.m. Appointments with counselors are encouraged. In order to schedule an appointment, you may do so by calling 973-399-6897.

Career Education Vocational Program

Career education is an educational experience through which students learn about work. Counselors aid students in becoming aware of themselves, exploring the world of work, and in identifying one or two clusters of work for orientation and initial preparation through their school selections. A student should explore and prepare for his/her career goals throughout the four years of high school. To this end, he/she should utilize the services of the guidance department. The guidance counselors assist the student in course

selections, which are related to the student's individual interests, abilities, and future career goals. Courses are designed to enhance the student's decision-making and work force related skills. Our curriculum includes a wide variety of courses. Our philosophy is that a student should be exposed to as many experiences as possible for career awareness, social development, and planning purposes. All courses are co-educational and students are encouraged to select courses, which are non-traditional for their gender. We house a career resource center in the guidance department, which includes a computerized guidance system and career/vocational materials. Speakers from a number of career areas meet with small groups of students. Other services include individual counseling, career-interest-inventory assessment, and part-time employment placement.

There are three Career and Technical Education Programs offered at Irvington High School:

- Business & Marketing Communications Program
- Microsoft Office Specialist Program
- Cosmetology

More information about these programs can be found on page 24.

College Planning Calendar

The college decision-making process can be enjoyable if the student follows a well-organized plan. Although students may have a clear idea, there is no substitute for seeking the advice of a guidance counselor. The counselor is a knowledgeable professional, and specifically trained to help students make the best decision about college.

Junior Year

FALL OF THE JUNIOR YEAR

- Take the Preliminary Scholastic Aptitude Test (PSAT) in October.
- See the guidance counselor to discuss course schedules.
- Follow a college-preparatory program.
- Clarify goals. Ask the following questions:

Why do I want to go to college?
What are my academic and career interests?
What factors are important to me in seeking a college?

SPRING OF THE JUNIOR YEAR

- In April, May, or June, take the Scholastic Aptitude Test (SAT) or American College Test (ACT).
- Talk to college representatives and attend college fairs.
- Write to colleges to obtain specific information and application forms.
- Schedule periodic appointments with the guidance counselor to assess progress.

SUMMER OF THE JUNIOR YEAR

- Read & assess information and narrow college selection to three to five choices.

Senior Year

FALL OF THE SENIOR YEAR

- Meet with the guidance counselor to make sure that course schedules are in order. Make any necessary adjustments in view of the colleges and programs under consideration.
- Continue to talk to college representatives.
- Take the SAT or ACT a second time.
- Schedule final college visitations
- File all applications for college admissions

WINTER OF THE SENIOR YEAR

- File the Financial Aid Form (FAFSA) with the College Scholarship Service (CSS) if seeking financial assistance.

SPRING OF THE SENIOR YEAR

- Receive notification from colleges concerning your acceptance.
- Make a final decision on where to attend and submit a tuition deposit by May 1
- Notify colleges that have been eliminated from consideration.
- Keep up the good work and avoid "senioritis". Remember, college acceptance is provisional until final senior grades and class rank have been submitted to the college for final review.

College Preparation Course of Study

Plan a high school program with the goal of a college education in mind. It is important that proper course selection be exercised to ensure a sound high school education and prepare for the college experience. The following areas of academic preparation are those which we feel are important and essential for college preparation.

ENGLISH LANGUAGE ARTS (20 Credits Required)

The goals of the language arts program are designed to develop critical thinking skills to think more clearly, to engage in learning activities to promote effective speaking and writing skills, to speak and write more effectively, and to listen and read with greater understanding. These have been the goals of the study of the English language for generations. Acquiring these skills is important because college students are expected to write term papers, essays, and reports; to express themselves orally; and to listen to and learn from discussions and lectures. Substantial amounts of reading and writing are required in college, and it is as important to be able to express oneself clearly as it is to be able to understand what has been written by others. Proficiency is needed in the use of

spelling, grammar, and structural conventions of written English to convey ideas in a cohesive and effective manner. Although language, composition, and literature are often associated with your English courses, competence in writing and speaking pertains to all academic disciplines. Thus, these skills should be developed in other subjects as well as Language Arts.

MATHEMATICS (20 Credits Required)

All people need knowledge of mathematics today since it is the language of science and technology, as well as business and finance. Colleges look for applicants with strong backgrounds in this discipline since further study in many fields beyond mathematics, require extensive preparation. High school preparation for college should include two years of algebra, one year of geometry, and one year of advanced mathematics.

BIOLOGICAL AND PHYSICAL SCIENCES (15 Credits Required)

Science, the systematic knowledge of nature and the physical world, is rewarding and useful in its own right. In general, science is related to knowledge, which is derived from observation, study, and experimentation. It is one of civilization's major intellectual achievements and any individual in this modern, urban-oriented society would have a difficult time avoiding close contact with science and technology. Technology, the application of scientific discovery, has changed and will continue to change the world in which we live. When considering a career in engineering, the health sciences, or technological fields, substantial preparation in the basic sciences is required. Year long courses in biology, chemistry, physics, and experience in laboratory methodology is very important.

SOCIAL STUDIES (15 Credits Required) – World History, US History I, US History II

The social studies curriculum focuses on the study of human relationships, particularly as they have been expressed in the forms, institutions, customs, and patterns of societies. It combines the study of history and social sciences and seeks to promote skills in citizenship. Through the study of history, one should be able to detect trends; understand and predict the interactions among people of different civilizations, races, and cultures; and draw analogies from the past as predictors for present decisions and actions. As important as knowing the events themselves, the relevancy and understanding of history, geography, government, sociology, psychology, and economics is as equally important.

Financial Literacy (2.5 Credits Required) – beginning with the freshman class of 2010

To stimulate a complete understanding of personal finance, students will study the management of credit and debt, banking and finance, planning, saving and investing, and economics. Students will develop a deep understanding of personal finance, economics, income and careers, and the global economy. Furthermore, the course will be enhanced with speakers from various institutions on related financial topics, as well as career opportunities and currents trends in the field. The course will culminate with an interactive simulation of personal finance events which affords students the opportunity to apply their knowledge and skills to real world scenarios.

FOREIGN LANGUAGES (10 Credits Required)

Knowledge and study of another language fosters greater awareness of cultural diversity among people of the world, and at the same time it heightens one's insight into the structure and form of the English language. Since we live in a multicultural nation, many people speak a native language other than English. The preservation of their language and the development of its proficiency provide a valuable resource for our nation. Many colleges require proficiency in another language as a prerequisite for high school graduation. College students need a background in another language to engage in advanced study in such fields as world languages, classical literature, and global history. Knowledge of a foreign language helps students prepare for careers in commerce, international relations, law, science, and the arts.

THE ARTS (5 Credits Required)

The study of visual, performing and practical arts enriches our lives and extends human experience. Those creative and aesthetic activities of man that produce something tangible enough to be transmitted is synonymous with life itself. Because art involves human expression, the appreciation and understanding of the arts require hands on experience. Preparation in the arts will enable college bound students to engage in and profit from advanced study, performance, and studio work in the arts. For many others, the pursuit of artistic activity will enhance the quality of their lives.

COMPUTER LITERACY (5 Credits Required)

In a growing technological society computer application plays an important and growing role in all aspects of our lives, moreover, it has become a basic tool for gathering information, organizing systems, and solving problems. Students find that the knowledge of computers is useful in the following areas: sciences, business, mathematics, social studies, and languages. Basic computer literacy is now absolutely necessary to prepare for success in the "new millennium".

PHYSICAL EDUCATION (20 Credits Required)

All courses offered by the Physical Education and Health Department are required for graduation. All courses offered are in compliance with the New Jersey Core Curriculum Standards. All students will receive three marking periods of physical education. The remaining marking period will be dedicated to health education for all 9th, 10th, and 12th graders. All 11th graders will be given the opportunity to participate in driver education. Physical education and health courses will be sequenced by grade. Students, where necessary in accordance with state and district guidelines, will be placed in adapted physical education courses.

It is the goal of all physical education classes to improve levels of student fitness and encourage activities that can be participated in for a lifetime. Health education is dedicated to informing students about the benefits that can be derived from leading a healthy lifestyle

STANDARDIZED TESTS

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a computer based assessment of Mathematics and English Language Arts/Literacy Skills that measure whether students are on track to be successful in college and their careers and if students are meeting the new Common Core State Standards. The PARCC assessments are designed to replace the HSPA in grade 11. The PARCC assessments will be administered to students in grades 3-11 beginning in the spring of 2016.

For this reason, students are urged to maximize academic strength through the course selection process. Rigorous courses of study will also develop competencies and skills that will prepare students to take the Scholastic Aptitude Test (SAT) or the ACT, an achievement test. The ACT measures what a student has learned in school. The SAT is more of an aptitude test, testing reasoning and verbal abilities. The ACT has up to 5 components: English, Mathematics, Reading, Science, and an optional Writing Test. The SAT has only 3 components: Critical Reading, Mathematics, and a required Writing Test.

ADDING UP COLLEGE CREDITS

To enter a New Jersey State College, a student must have a minimum of sixteen (16) college preparatory units.

- ✓ 4 units of English
- ✓ 3 units of social studies
- ✓ 3 units of mathematics
- ✓ 3 units of laboratory science
- ✓ 2 units of foreign language
- ✓ 1 elective unit

- All Irvington High School science courses are laboratory-based sciences.
- Algebra I & II and Geometry are required. Senior mathematics is an elective unit.
- Engineering applicants are encouraged to take three (3) years of laboratory science and four (4) college preparatory mathematics courses including pre-calculus.
- Psychology and Business Law are all applicable college units. Art, music, and drama courses are not college preparatory units.
- Computer science courses are not credited with more than one unit.
- Accounting and S.A.T. prep courses are not considered college units.

High School Graduation Requirements

The Board of Education shall recognize the successful completion of the secondary school instructional program by the award of a state-endorsed diploma certifying that the pupil has met all state and local requirements for high school graduation. The Board shall certify annually to the County Superintendent that each pupil who has been awarded a diploma has met the requirements for graduation, which shall include the following:

- a minimum of 125 credit hours
- all course requirements
- mastery of basic skills
- satisfactory attendance according to the school's attendance policy
- passing scores on the High School Proficiency Assessment (HSPA).

Students who have not mastered the required level of proficiency on the HSPA must take Alternative High School Assessment (AHSA) courses which are specifically designed to ameliorate these deficiencies.

OPTION II

Option II program opportunities are available for Irvington High School students to gain academic advancement and credit recovery through various means which include, but are not limited to, pre-approved and accredited online providers, independent study courses, accelerated courses taken at pre-approved off-site locations, and through courses that are part of the current course offerings at Irvington High School that meet dual or concurrent requirements for graduation. The academic Supervisor responsible for the content area establishes course content and course requirements. Credit is awarded upon successful completion of course requirements. Students will demonstrate proficiency in the course by passing the approved Midterm and Final examinations. Specific opportunities in the aforementioned categories require prior approval from the Board of Education, and are subject to the procurement of the necessary resources and the availability of funds.

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

	Course and credit requirements for all students entering grade 9 in:					
	2008-2009	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
LANGUAGE ARTS LITERACY	20 credits	20 credits aligned to grade nine through 12 standards				
MATHEMATICS	15 credits including algebra I or the content equivalent**		15 credits including algebra I and geometry or the content equivalent**		15 credits including algebra I 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	
SCIENCE	15 credits including at least five credits in laboratory biology/life science or the content equivalent**		15 credits including at least five 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		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	
SOCIAL STUDIES	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings				
FINANCIAL, ECONOMIC BUSINESS, AND ENTREPRENEURIAL LITERACY	No state requirement		2.5 credits			
HEALTH, SAFETY, AND PHYSICAL EDUCATION	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					
VISUAL AND PERFORMING ARTS	5 credits					
WORLD LANGUAGES	5 credits or student demonstration of proficiency					
TECHNOLOGICAL LITERACY	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum					
21ST CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION	5 credits					
TOTAL CREDITS (State Minimum)	110	120***				

* 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 credit total is greater than the sum of the individual requirements above, to allow for student electives.

Credit Hours for Irvington High School

In order to qualify for an Irvington High School diploma, a student must have completed the program of study appropriate to the student's needs and abilities, in grade 9 through 12, and must have earned the required credits for graduation. Irvington High School students are required to earn a minimum of 125 credits. Upon successful completion, five credit hours shall be awarded for each course taken five days a week for an entire academic year; two and one-half credit hours shall be awarded for each course taken five days a week for one-half (one semester) of an academic year.

The number of diploma credits required for entrance to the various grades is as follows: grade 10 – 25 credits, grade 11 – 55 credits, and grade 12 - 85 credits. All full-year courses are worth 5 credits.

Attendance

Student attendance is very important. Students must be in school every day and must be on time. Students who accumulate 18 or more unexcused absences in a given school year will be placed on non-credit. As a result, students placed on non-credit will be required to repeat the school year for which non-credit status was given.

Patterns of Study

It is important to keep long-range occupational goals in mind during the selection of courses. Students preparing for college are reminded that successful completion of 16 units of academic work is essential for entrance to most colleges. A typical program of study required by such colleges includes 4 years of English, 3 years of Mathematics, 2 years of Laboratory Science, 3 years of Social Studies, and 2 or more years of a Foreign Language. Those students planning to begin their business careers as secretaries, bookkeepers, stenographers, typists, clerks, etc should elect business education subjects. To those interested in the trades and mechanical types of work, courses in small appliance repair, computer repair, graphic arts, desktop publishing, cosmetology, and food services are offered.

Marking Periods and Reports to Parents

Report cards will be issued in December, February, April, and June of each school year. Parents/guardians are required to attend the parent/teacher conference held in December. Any questions regarding a student's achievement may be discussed with the subject teacher and/or the student's guidance counselor.

Parents/guardians who are unable to attend the parent/teacher conference must make an appointment with their child's guidance counselor to receive the report card and to discuss his/her progress. The first cycle report card will not be issued to the student until the parent/guardian has scheduled a conference with student's teacher and/or counselor. During each marking period, a Progress Report is mailed to the parent of any student in danger of failing that particular marking period. Appointments with teachers may be arranged by calling the appropriate counselor at 973-399-6897.

Grading System

			Points	Honors	A.P.
A = 90 – 100	Excellent	3.6 – 4.0	4	4.5	5
B = 80 – 89	above Average	2.6 – 3.5	3	3.5	4
C = 70 – 79	Average	1.6 – 2.5	2	2.5	3
D = 60 – 69	below Average	0.6 – 1.5	1	1.5	2
F = Below 60	Failing	Below .6	0		

Any student receiving three F's in a given subject within an academic year will be issued a final grade of F.

Final Exams

Exemptions from final exams for all courses are granted to students who have attained a final average of "A". A failing grade for the year will be given to anyone, other than the aforementioned, who is absent from an exam or anyone who refuses to take an exam. Make-up privileges are given only if a doctor's note or court document is presented and accepted by the principal or his/her designee.

Class Rank

Class ranking is prepared primarily for use by colleges. It shows how each graduating student performed in comparison with all students of a graduating class. All grades earned during the 4 years of high school are tabulated, which include full and half-year subjects. Failures in all subjects are included in the tabulation. Additional weight is given to intensified courses (those designated as Honors and Advanced Placement).

The student with the highest class rank will be the Valedictorian in a given graduation year and the student with the second highest class rank will be named as the Salutatorian.

Grade Point Average (GPA)

A Grade Point Average (or GPA) is a measure of your academic achievement and is based on the final grades you earn at the end of each year. The GPA is cumulative, meaning it changes each year when new final grades are calculated and averaged into it. To keep yourself focused and on track academically, it is highly recommended that you set a GPA goal and monitor your progress toward reaching that goal by checking your grade average at the end of each marking period. If you plan to apply to college, you should strive to earn a 3.0 (B average) or higher if possible.

GPA is calculated by multiplying quality points by grades and dividing total quality points by total number of credits. For example: An A is worth 4 quality points in a regular class, 4.5 quality points in an Honors class, and 5 quality points in an AP class.

A student carrying 40 credits with the following grades in regular classes would be as follows:

Algebra	A= 20
World History	B= 15
PE	A= 20
Biology	B= 15
English 9	C= 10
Spanish	C= 10
Computers	A= 20
Art	A= 20

Total Quality Points = 130
Total Credits = 40
130/ 40= 3.25 GPA

Summer School

The Irvington Public School District offers summer school for 11th and 12th grade students to make up failing courses in a given school year. Preference is given to seniors, followed by juniors. A maximum of two courses can be taken as scheduling allows and according to availability. Admission to summer school is at the discretion of the building principal.

Students will be dropped from summer school after three absences or for behavioral infractions.

Advanced Placement Courses

The following criteria for student enrollment in Advanced Placement courses has been established:

1. Completion of prerequisite courses as established by individual departments. (Please see course descriptions for prerequisites).
2. Maintenance of at least a B average in previously completed prerequisite course(s) as determined by individual departments.
3. Teacher recommendation for placement in A.P. courses.
4. Performance on district made qualifying exam.

Placement in A.P. courses is subject to review of grades during the year after initial scheduling has been completed. In the selection process for A.P. eligibility, the content supervisor, in conference with the guidance counselor, shall determine the eligibility of the candidate.

The following Advanced Placement courses are available at Irvington High School:

1. A.P. English Literature & Composition
2. A.P. Calculus
3. A.P. Physics
4. A.P. United States History
5. A.P. Environmental Science
6. A.P. Chemistry
7. A.P. Statistics
8. A.P Biology

Students taking A.P. courses are expected to take the College Board A.P. examinations in May. A.P. examinations are taken at the high school during regular school hours. The results of the College Board A.P. examinations, which are reported to students in July, are not included in the determination of the final grade for the high school course. Results of the examinations may be used to gain college credit for freshmen level courses depending upon the policy of the college of choice. The high school uses the results to evaluate the curriculum and to strengthen the performance of the school using data provided by the College Board.

College Partnerships

One of the many strategies implemented to ensure our scholars' success is the partnerships that we have established with local colleges and universities. We are actively engaged in this endeavor as evidenced in our alliances with Essex County College, Rutgers University, Seton Hall University, and Berkeley College.

The Rutgers University REaCH Program

Rutgers Early College Humanities Course (REaCH) program is a highly innovative academic enrichment program taught to selected junior and senior scholars. REaCH provides scholars with the opportunity to take a college-level course for college credits while attending high school. Every REaCH course is presented as a sequence of humanities units exploring selected topics and masterpieces of world culture in such areas as painting, sculpture, architecture, novels, short stories, drama, poetry, essays, American history and philosophy. Each REaCH course is taught on-site at Irvington High School by Rutgers' experienced college professors who are experts in their respective disciplines.

Rutgers University Trio Talent Search Program

The Trio program is housed in the College and Career Readiness Center at Irvington High School. Trio serves our scholars by assisting them with college placement and financial aid assistance in an effort to help them attain their college and career goals. The Trio Talent Search Program is also available to tutor our scholars during scheduled hours after school and Trio continues to provide scholars with academic guidance on site at their Rutgers campus.

Essex County College Partnership

The Essex County High School Initiative – Irvington High School's scholars are given an opportunity to take a college placement test free of charge. If the placement test results reveal that scholars are in need of targeted instruction, these scholars are offered targeted courses as an elective during their senior year. This is one more crucial step toward ensuring that our scholars are college ready.

Course Offerings

- Academic Foundations in Mathematics
- Academic Foundations in English
- Business Marketing and Sales – not partnership for this course

Berkeley College Partnership

Irvington students will be eligible to receive Berkeley College credits for the courses listed below provided they meet the requirements listed below.

Course Requirements

- Students must be high school juniors or seniors at Irvington.
- Students need to take and get a grade of a "C" or better on the following courses:
    a. Microsoft PowerPoint (11th Grade, Half Year Course)
    b. Microsoft Word (11th Grade, Half Year Course)
    c. Microsoft Excel (12th Grade, Full Year Course)
- Students must graduate from Irvington and successfully complete the courses.

More information on these courses can be found on pages 28-29.

Berkeley College Courses and Credits

Students who successfully complete the courses above will be eligible to receive six (6) Berkeley credits for the courses below upon application and acceptance to Berkeley:

a. Computer Applications, CIS115 (4 credits); and
b. Advanced Spreadsheets, CIS201 (2 credits).

Blue Knights Academy Alternative Program

Irvington High School offers an alternative education program. This program addresses the district's commitment to develop the learning potential of every student to the fullest extent. With that commitment comes the realization that one system of education does not always work for all students. An alternative education program was established to meet the needs of those students who, for a variety of reasons, have difficulty within, or have rejected, the traditional school program.

The Blue Knights Academy program stresses a strong college preparatory course of study combined with an equally strong humanistic approach in a setting which provides the

means to enable students to become successful and contributing members of society. Some students enter the alternative program in their freshman year following a referral by their middle school administrators. Other students are recommended to the program, depending on their age, by high school administrators as a means to prevent dropout and promote academic success. The curriculum offered in the alternative program is the same as in the traditional school. Courses in English, Social Studies, Mathematics and Science are taught by a team of teachers dedicated to the goals of the program. Smaller class size, a concentrated time period, a team teaching approach, and a very strong partnership between the school and the home characterize the Irvington's Alternative program.

Course Availability

It is the policy of the Irvington Board of Education to provide equal educational opportunities regardless of race, color, creed, religion, sex, or handicap.

COURSE AVAILABILITY In order to provide the broadest program possible to meet the individual needs of students, a wide selection of courses are available in all subject areas. Class-size limits are established in order to provide optimum educational opportunities for students and the district makes every attempt to adhere to these limits. A course might not be offered during a given school year due to low enrollment and/or budgetary constraints. It is advisable to identify alternate course options during the scheduling process.

Student Support Services

The Special Services Department provides services to students with disabilities. Students who are in need of special education and related services, regardless of the severity of their disabilities, are identified and evaluated according to N.J.A.C. 6A:14. The department is dedicated to providing an overall system that connects and communicates in such a way that all children with special needs are served appropriately, within the context of the least restrictive environment. There are a variety of services available including, but not limited to, Child Study Team (CST) consultation, evaluation, and case management, along with special education and related services. Associated educational programming responsibilities include special education and home/hospital-bound instruction.

The department emphasizes compliance with Federal and State mandates; identification of children with special needs and provision of inclusive school experiences; transition planning services; and improved flow and accessibility of information to parents.

Child Study Team members include a school psychologist, learning disabilities teacher consultant, school social worker and speech language specialist. The team's primary function is to evaluate and design appropriate programs for students who are experiencing learning, health and/or behavioral difficulties to promote academic achievement.

Members of the department recognize that each student has unique needs. Through the work of the CST, Special Services works to assure the provision of effective learning environments and support for students academically and socially.

Child Study Team members assigned to the high school provide services to promote positive student performance. They are available to consult with students, parents,

teachers, guidance counselors, and administrators in regard to educationally relevant academic issues. The student and/or family may be recommended to community agencies and services for direct consultation.

A Child Study Team evaluation typically consists of a social history reported by the parent/guardian with the school social worker, an evaluation of the child's potential for learning and their learning characteristics by the school psychologist, an assessment of the student's academic achievement by the learning disabilities teacher consultant, and if needed, an assessment of a student's expressive and receptive language skills by the speech and language specialist. Other specialists, such as physicians, physical therapists, occupational therapists, psychiatrists, neurologists, and school nurses may be called upon to provide input. A written report is prepared and sent to the parents in advance of an Eligibility meeting, which is held to discuss all of the evaluations and to receive the recommendations of the Child Study Team.

If a student is determined to be eligible for special education and related services, an Individualized Education Program (IEP) is developed. The IEP document is confidential and private. The information contained in it may be shared only with other school officials with a legitimate educational interest or may be released to other officials, subject to the exceptions listed in the Family Educational Rights and Privacy Act.

The Child Study Team has the responsibility of case managing for each student who receives special education services. They are responsible for monitoring the student's progress and placement throughout the school year and review annually at a meeting.

Related Services
Duration: Full Year

Related Services such as counseling, physical therapy, and occupational therapy are provided to assist students with disabilities to benefit from special education as specified in their IEPs (N.J.A.C. 6A:14-1.3). The district is to ensure that all related services are provided in accordance with the IEP.

Course Descriptions by Department

Applied Technology

Introduction to Computers
Grades: 9-10
Duration: Full Year
Credit Hours: 5

The Introduction to Computers course is an entry-level course that serves as the pre-requisite course to a variety of computer-based strands offered in the Applied Technology curriculum. This course will provide students with an in-depth treatment of introductory computer skills that will include keyboarding, using computer application software, and creating a web-based project. Students will finish the course with a solid understanding of computers, and how to access and use information on the World Wide Web. Included in this course is a unit on keyboarding/word processing application skills that are necessary for the successful operation of a computer. The course will also assist students in planning a career and acquiring certification in the computer field. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Introduction to A+ Computer Repair
Grades: 10-11
Duration: Full Year
Credit Hours: 5
Prerequisite: Introduction to Computers

The course is designed to introduce students to computer repair and help them develop workplace competences. Classroom instruction focuses on diagnostic procedures through hands on learning experiences. These laboratory tasks instruct students in preventive maintenance skills and offer instruction on how to learn reasoning to use computer software and electronic testing equipment. Students learn reasoning and deductive skills needed to solve real life workplace problems. An important aspect of this course is the development of the student's safety awareness and safety habits. These workplace habits are emphasized in all phases of the course.

By the conclusion of the course, students will be able to diagnose basic computer problems in a laboratory setting and to verbalize the diagnosis. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

A+ Computer Repair
Grades: 10-12
Duration: Full Year
Credit Hours: 10
Prerequisite: Introduction to Computers, Introduction to A+ Computer Repair

The course is designed to instruct students in computer repair and to help them develop workplace competences. Classroom instruction focuses on diagnostic procedures through hands-on learning experiences. These laboratory tasks instruct students in preventive maintenance skills, and offer instruction on how to learn reasoning and how to use

computer software and electronic testing equipment. Students learn reasoning and deductive skills needed to solve real life workplace problems. An important aspect of this course is the development of the student's safety awareness and safety habits. These workplace habits are emphasized in all phases of the course.

By the conclusion of the course, students will be able to diagnose basic computer problems in a laboratory setting and verbalize the diagnosis and be able to take the Comp TIA A+ Certification Exam Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Robotics
Grades 10-12
Duration: Full Year
Credit Hours: 5
Prerequisite: Introduction to Computers

The robotics course will offer students the opportunity to experience and explore how Robotics technology is applied to our modern industrial world. The course will include a study of CAM (Computer-Automated Manufacturing) applications. Through the use of various instructional materials, including hands-on model assemblies and simulation software, students will gain a clear understanding of basic Robotics technology systems, applications, and modern implementation of Robotics in manufacturing and related careers.

Accounting I
Grades: 10-12
Duration: Full Year
Credit Hours: 5
Prerequisite: Introduction to Computers

The Accounting I curriculum is aligned to the New Jersey Core Curriculum Content Standards for Technology Literacy and Mathematics. Accounting I is designed to build upon the students' mathematical skills by introducing them to workplace learning experiences. The daily classroom tasks focus on accounting concepts and computerized procedures. Workplace competencies are developed by problem solving activities that involve balance sheets, journals, and ledgers. Accounting I emphasizes HSPA skills such as numerical operations and understanding workplace text.

By the conclusion of this course, students will be able to demonstrate mastery of basic accounting concepts and computerized procedures. Students will also demonstrate the analytical skills necessary to balance business journals and ledgers.

The vision of the technology standards is to help students understand and be comfortable with the concepts and applications of technology, not only in order to function in today's complex society, but also to become informed and productive adults of tomorrow. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Accounting II
Grades: 11-12
Duration: Full Year
Credit Hours: 5
Prerequisites: Introduction to Computers, Accounting I

The Accounting II curriculum is aligned to the New Jersey Core Curriculum Content Standards for Technology Literacy and Mathematics. Accounting II is designed to build upon the knowledge and skills that students gained in Accounting I. Daily classroom tasks focus on balancing account and payroll ledgers via activities designed to stimulate reasoning and real life problem solving skills. These active learning experiences are designed to foster knowledge of career opportunities in accounting and aid students in selecting a career major in college. Accounting II emphasizes HSPA skills such as numerical operations and the understanding of workplace text.

By the conclusion of this course, students will be able to demonstrate mastery in balancing account and payroll ledgers. The students will also be able to evaluate various career opportunities and critically examine the benefits and challenges of each profession. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Digital Publishing I
Grades: 10-11
Duration: Full Year
Credit Hours: 5
Prerequisite: Introduction to Computers

This introductory course is designed to educate students in the basic process of: commercial design, desktop publishing, and web design. Students will have hands on experiences in: project planning and preparation, font types, design techniques, information architecture, image editing and color management, compositing/proofing, and final output. Students will be given workplace experiences via a project-based approach inclusive of classroom modeling, demonstrations, hands-on instruction, small group, and independent work.

By the conclusion of this course, students will have designed and produced a commercial ready corporate identity package, and a sales and marketing print campaign along with an information website. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Digital Publishing II
Grades: 11-12
Duration: Full Year
Credit Hours: 5
Prerequisite: Introduction to Computers, Digital Publishing I

This intermediate course is designed to educate students in the process of commercial design, desktop publishing, and web design. Students will have hands on experiences in project and color management, compositing/proofing, and final output. Students will be given workplace experiences and best practice methodologies via a project-based approach

inclusive of classroom modeling, demonstrations, hands-on instruction, small group, and independent work.

By the conclusion of this course, students will have designed and produced a commercial ready corporate identity package, and a sales and marketing print campaign along with a rich media website. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Career and Technical Education Programs

Career and Technical Education prepares students to succeed as global citizens for career opportunities for the 21st Century and to support healthy economic growth within the state. Most Career and Technical Programs can result in college credit for the students if they complete the program and pass the end of program test. To complete a program series and be eligible for college credit, students must take at least three courses in the program sequence.

Business & Marketing Communications Program

Grades: 10-12
Duration: 1 1/2 years
Credit Hours: 7.5

A program that generally prepares students to undertake and manage the process of developing consumer audiences and moving products from producers to consumers. Includes instruction in buyer behavior and dynamics, principle of marketing research, demand analysis, cost-volume and profit relationships, pricing theory, online marketing, marketing campaign and strategic planning, market segments, advertising methods, sales operations and management, consumer relations, retailing, and applications to specific products and markets. Upon completion of the Business & Marketing track, students will take an industry-recognized assessment that will result in 3 college credits from National College Credit Recommendation Service. Students may choose any three of the courses listed below.

Sales & Marketing
Grades: 10-12
Duration: Half Year
Credit Hours: 2.5
Prerequisite: Introduction to Computers

The course is a business course designed to meet the needs of the students who are interested in an occupation-requiring competency in the marketing foundations. This would include the following functions: selling, promotion, pricing, purchasing, management, product/service planning, distribution, financing, and risk management. Class emphasis includes such areas as advertising, professional salesmanship, and merchandise mathematics. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

E-Commerce
Grades: 9-12
Duration: Half Year
Credit Hours: 2.5
Prerequisite: Sales & Marketing

The E-Commerce curriculum is aligned to the New Jersey Core Curriculum Content Standards for Technology 8.1, 8.2. The technology education standards were developed to ensure that the literacy needed by all students to succeed in a highly technological world is available. Business and industry has clearly stated the need for technological skills in the workplace of the 21st century. This standard is based on the Standards for Technological Literacy (STL): Content for the Study of Technology (ITEA, 2000), developed as part of the National Science Foundation (NSF) National Aeronautics and Space Administration (NASA) funded by the Technology for all American (TFAA) project.

This is a business course designed to meet the needs of the students who are interested in utilizing E-Commerce to become successful entrepreneurs. Students will learn about the fastest growing types of business in the world and how to utilize the internet to market and sell their products. This would include the following: exploring what it takes to go into business for yourself; recognizing potential business opportunities; researching and planning business ventures; developing business plans; preparing market analysis; selling; promoting; pricing; purchasing; managing; product/service planning; distributing, financing, and risk management. The students will create, build, and manage web sites. Knowledge gained via explorations of the fundamentals of internet marketing will enable students to develop strategies to get the attention of potential customers and thus succeed as entrepreneurs. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Business Law
Grades: 11-12
Duration: Half Year
Credit Hours: 2.5
Prerequisites: Sales and Marketing & E-Commerce

The Business Law Curriculum is aligned to the New Jersey Core Curriculum Content Standards for Language Arts Literacy and Social Studies. The course is designed to introduce students to the basic concepts of law in the United States. Students learn about the various forms of the law and analyze the ethics of law in group discussions and classroom presentations. Business Law affords students the opportunity to learn about various types of laws, contracts, and binding agreements via the reading and analysis of legal briefs and viewing and analysis of actual court case videos. Students engage in educational simulations presenting varied points of view on contemporary legal issues and learn to critically examine informational text. The study of historic court cases and property laws assists students in developing critical thinking skills as applied to the interpretation of legal documents. Domestic law is also addressed and focuses on the integration of prior knowledge and ethical considerations.

By the conclusion of the course, students will be able to interpret legal terminology as written in a variety of documents. Furthermore, students will be able to analyze contemporary legal issues. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Cosmetology Program

Grade: 10-12
Duration: 3 years
Credit Hours: 30

The Cosmetology Academy shall be offered to students in grades 10-12. Students who qualify may, in their sophomore year take required general education courses and begin their cosmetology courses. Students will take Introduction to Cosmetology in their sophomore year; this is a one period a day course. During their junior year, students will take Advanced Cosmetology I, which is a two period a day course. During their senior year, students will take Advanced Cosmetology II, which is a three period a day course. In order to remain eligible for the academy, students must maintain good attendance, a 2.5 GPA average, a satisfactory discipline record, subject to teacher recommendations, and coordinator's approval. Upon completion of the three level courses, students will become eligible to obtain their NJ State Board of Cosmetology and Hairstyling License. It is also recommended that students in this program take marketing, accounting and computer technology as their elective courses. This program is funded through the Carl D. Perkins Career and Technical Education Grant Program. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Introduction to Cosmetology
Grade: 10-12
Duration: Full Year
Credit Hours: 5

The Introduction to Cosmetology Curriculum is aligned to the New Jersey Core Curriculum Content Standards for Language Arts, Technology and Comprehensive Health. This course is designed to introduce students to the basic concepts of Cosmetology. Students learn the history of Cosmetology, stress the importance of inward beauty and health as well as outward appearance, and describe the important process of building client relationships based on trust and effective communication. Other topics covered include: Hair Care, Skin Care, Nail Care, and the Business Cosmetology. The vision of the Language Arts, Technology, and Comprehensive Health standards is focused on preparing students for their State Cosmetology Exam and licensure.

By the conclusion of this course, students will be able to perform basic cosmetology procedures. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Cosmetology I
Grades: 11-12
Duration: Full Year
Credit Hours: 10
Prerequisites: Introduction to Cosmetology

The Cosmetology Curriculum I is aligned to the New Jersey Core Curriculum Content Standards for Language Arts, Technology, and Comprehensive Health. This course is designed to reinforce and master the basic concepts of Introduction to Cosmetology. Students learn the history of Cosmetology; stress the importance of inward beauty

and health as well as outward appearance, and describe the important process of building client relationships based on trust and effective communication. Other topics covered include: Hair Care, Skin Care, Nail Care, and the Business of Cosmetology. After completing Introduction to Cosmetology (10th graders – 1 period – 5 credits – 175 hours) students will be able to perform basic cosmetology procedures.

In their junior year, students who are career-oriented will continue the program with Cosmetology I (2 periods – 350 hours – 10 credits). In their senior year, students will complete the program in Cosmetology II (3 periods – 500 hours – 15 credits). After completing all three courses, students are eligible to take the State Cosmetology License Exam after completing a total of 1000 hours.

The vision of the Language Arts, Technology, and Comprehensive Health standards is focused on preparing students for their State Cosmetology Exam and licensure. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Cosmetology II
Grade: 12
Duration: Full Year
Credit Hours: 15
Prerequisites: Introduction to Cosmetology, Cosmetology I

The Cosmetology II Curriculum is aligned to the New Jersey Core Curriculum Content Standards for Language Arts, Technology and Comprehensive Health. This course is designed to master the basic concepts of Cosmetology. Students learn the history of Cosmetology, stress the importance of inward beauty and health as well as outward appearance, and describe the important process of building client relationships based on trust and effective communication. Other topics covered include: Cosmetology Sciences, Hair Care, Skin Care, Nail Care, and The Business of Cosmetology. The vision of the Language Arts, Technology, and Comprehensive Health standards is focused on preparing students for their State Cosmetology Exam and Licensure. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Microsoft Office Specialist Program

Grades: 10-12
Duration: 1 ½ years
Credit Hours: 7.5

This program prepares individuals to become certified in the Microsoft Office Specialist Program. The final activity/assessment of each course will be the official Microsoft Office Specialist test for that application, upon passing students will be certified in that Microsoft Office Program. This certification is an industry-recognized credential as well as recognized by the American Council on Education (ACE) member institutions, and students may apply and receive 1 college credit for each exam taken and passed. Students will take a sequence of courses – 1. Microsoft PowerPoint 2. Microsoft Word 3. Microsoft Excel. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Microsoft PowerPoint
Grades: 10-12
Duration: Half Year
Credit Hours: 2.5
Prerequisites: Introduction to Computers

This course addresses the features of Microsoft PowerPoint and prepares the students fore the official Microsoft Office Certification Exam. The following topics will be covered: managing and navigating the PowerPoint environment, creating slide presentations, formatting slides, entering and editing text, formatting text boxes, apply and manipulate graphics and images, adding and modifying WordArt and shapes, manipulating SmartArt, adding multimedia to slides, applying video effects, constructing and modifying tables and charts, apply and modify slide transitions and custom animation, use collaboration and review features, prepare presentations for delivery and use, use presentation deliver tools. The final activity/assessment of the course will be the official Microsoft Office Specialist test for Microsoft PowerPoint 2013, upon passing students will be certified in Microsoft Office PowerPoint 2013. This certification is an industry recognized credential as well as recognized by the American Council on Education (ACE) member institutions, and students may apply and receive 1 college credit for this exam. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Microsoft Word
Grades: 10-12
Duration: Half Year
Credit Hours: 2.5
Prerequisites: Microsoft PowerPoint

This course addresses the features of Microsoft Word. It will provide students with the basic concepts required to produce common business documents, such as: creating a document, managing files, using the Help function, editing a document, formatting text and using text enhancements, formatting paragraphs, using document layout features, proofing and printing a document, inserting graphic elements, and controlling page appearance. Students will be: using and creating templates and wizards; increase their knowledge of

Microsoft Word by adding and formatting components, such as: modifying pictures; creating customized graphic elements. The final activity/assessment of the course will be the official Microsoft Office Specialist test for Microsoft Word 2013, upon passing students will be certified in Microsoft Office Word 2013. This certification is an industry recognized credential as well as recognized by the American Council on Education (ACE) member institutions, and students may apply and receive 1 college credit for this exam. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Microsoft Excel
Grade: 10-12
Duration: Half Year
Credit Hours: 2.5
Prerequisites: Microsoft Word

This course addresses the various features of Microsoft Excel. The following topics will be covered: navigating within Excel; resizing and formatting a spreadsheet; moving, copying, and editing cells; using borders and colors, applying styles and auto-format options; modifying, arranging, and comparing spreadsheets; applying page setup; using conditional formatting; creating charts and graphs from spreadsheet data; work with graphic objects and diagrams within a spreadsheet; and printing spreadsheets; and creating and applying basic mathematical functions to spreadsheet data. The final activity/assessment of the course will be the official Microsoft Office Specialist test for Microsoft Excel 2013, upon passing students will be certified in Microsoft Office Excel 2013. This certification is an industry recognized credential as well as recognized by the American Council on Education (ACE) member institutions, and students may apply and receive 1 college credit for this exam. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

English as a Second Language (ESL)

The intent of the Irvington Public School District ESL program is to ensure that students receive a well-developed program that includes the integral components of language arts (e.g., listening, writing, grammar, spelling, composition.) ESL classes follow the English Language Arts (ELA) grade curriculum, scaffold by students English Language Proficiency Levels. The ESL program is designed to meet the needs of students whose dominant language is not English and whose proficiency in English is limited. Students are placed in courses, which correspond to their level of English language proficiency by grade level.

The program promotes active communicative interaction among students, which is crucial in our society. Authentic language is used during instruction, which is necessary when dealing with others (people) in the American culture. Beyond academics, the program addresses the affective needs of students by offering learning opportunities in a non-threatening environment. A part of this focus is the understanding of cultural differences aimed at promoting a harmonious global community. With this in mind, a key focus of the program is the promotion of individual self-worth, abilities, and potential.

ESL – 9th Grade Courses:
(Placement based on ACCESS or WIDA Initial Identification Exam)

ESL – 9th Grade English – Level I
Grade: 9
Duration: Full Year – Every Day
Credit Hours: 5 (ELA Credits)

ESL – 9th Grade English – Level II
Grade: 9
Duration: Full Year - Every Day
Credit Hours: 5 (ELA Credits)

ESL – 9th Grade English – Level III/IV/V / Read 180
Grade: 9
Duration: Full Year - Every Day (alternating ESL and Read 180)
Credit Hours: 5 (ELA Credits)

The 9th grade ELA curriculum will be scaffolding to accommodations ESL students academic, instructional and English proficiency levels.

Through the integrated Common Core State Standards in Literacy curriculum of Reading, Writing, Speaking and Listening, and Language, students in English 9 perform a thorough regimen of English Language Arts (ELA) related tasks. In turn, these tasks lead to achievement of individualized, class and school level benchmarks on local, state and national (PARCC, PSAT) instruments of assessment in Language Arts. For 9th graders, this regimen includes beginning the construction of a multi-year portfolio demonstrating their best work in all four ELA standard areas. It also encompasses the review and advancement of grammatical concepts and skills already learned. This course provides an introduction to the level of analysis and critical thinking that will provide a foundation that will enable students to rise and be challenged in subsequent high school course work, across all content areas. The English 9 regimen includes analysis of literary elements and the interpretation of numerous classic themes articulated across varied literary genres, within a broad panoply of American, British, and international literary selections that provide a rich multicultural experience. Student tasks include but are not limited to the integration of reading, writing, and thinking processes in creating, interpreting, and responding to the following: varied text types, genres, open-ended questions, picture and multi-media prompts, analytic essays, themes, reports, articles, fiction and non-fiction; all of which are produced for a variety of purposes and audiences. Literary selections may include but are not restricted to Romeo and Juliet, The Miracle Worker, Animal Farm, and The Diary of Anne Frank. The core instructional materials for the course is Houghton Mifflin Harcourt's Collections ©2015. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Read 180 for ELL Students in Proficiency Levels III, IV and V Only

This course is designed to provide instruction that will build the students' reading and writing proficiency through the Scholastic READ 180 program. Students who participate in the program will receive tailored, direct instruction in reading and writing skills and strategies through a trained teacher using whole group and small group instruction as well as independent reading opportunities. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

ESL – 10th Grade Courses:
(Placement based on ACCESS or WIDA Initial Identification Exam)

ESL – 10th Grade English – Level I
Grade: 10
Duration: Full Year – Every Day
Credit Hours: 5 (ELA Credits)

ESL – 10th Grade English – Level II
Grade: 10
Duration: Full Year - Every Day
Credit Hours: 5 (ELA Credits)

ESL – 10th Grade English – Level III/IV/V / Read 180
Grade: 10
Duration: Full Year - Every Day (alternating ESL and Read 180)
Credit Hours: 5 (ELA Credits)

The 10th grade ELA curriculum will be scaffolding to accommodations ESL students' academic, instructional and English proficiency levels.

This course will follow the structural model established in the English 9 program but will provide more challenging integrated experiences with more advanced aspects of literary exploration and selections (e.g. stories, poetry, essay, drama, non-fiction, etc.) As begun in grade 9, the achievement of established benchmarks in all four English Language Arts Common Core Standards on local, state and national assessments will be pursued through a variety of tasks that include but are not limited to the following: debating; discussing; interviewing; evaluating; creating written and oral presentations; solving problems using media; constructing and responding to multiple choice questions; essays related to literary concepts; persuasive essay topics; and essays in response to picture and multi-media prompts. Students will be asked to demonstrate comprehension of increasingly difficult text types that are intended for a variety of purposes and audiences. Technical analysis and enhancement of language and works produced by both established authors as well as by other students will be a regular component of the curriculum. Students will be expected to utilize all elements of both creative (Writing 3.2 and Speaking 3.3) and interpretive (Reading 3.1, Listening 3.4, and Viewing and Media Literacy 3.5) processes. Instruction is provided to support students' success on upcoming local, state, and national assessments (PARCC, PSAT, and SAT). Core literary selections of this course may include but are not

restricted to Julius Caesar, Lost Horizon, The Pearl, To Kill A Mockingbird, Lord of the Flies, and of Mice and Men. The core instructional materials for the course is Houghton Mifflin Harcourt's Collections ©2015. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Read 180 for ELL Students in Proficiency Levels III, IV and V Only

This course is designed to provide instruction that will build the students' reading and writing proficiency through the Scholastic READ 180 program. Students who participate in the program will receive tailored, direct instruction in reading and writing skills and strategies through a trained teacher using whole group and small group instruction as well as independent reading opportunities. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

ESL – 11th Grade Courses:
(Placement based on ACCESS or WIDA Initial Identification Exam)

ESL – 11th Grade English – Level I & II
Grade: 11
Duration: Full Year – Every Day
Credit Hours: 5 (ELA Credits)

ESL – 11th Grade English – Level III / Read 180
Grade: 11
Duration: Full Year - Every Day
Credit Hours: 5 (ELA Credits)

ESL – 11th Grade English – Level IV & V / Read 180
Grade: 11
Duration: Full Year - Every Day (alternating ESL and Read 180)
Credit Hours: 5 (ELA Credits)

The 11th grade ELA curriculum will be scaffolding to accommodations ESL students academic, instructional and English proficiency levels.

This course follows the structure of English 9/10, calling for a student produced portfolio of integrated Common Core State Standards in Literacy curriculum tasks that will prepare students for communicative success on local, state, and national assessments, and in the place of work or study beyond high school. A survey of American Literature will include an understanding and appreciation of literature that represents different historical periods in the growth of America, from colonial times to the present. Some exploration will lend itself to increased cross content connections and will demand varied forms of research and analysis that calls for comparison and contrast, persuasion, and the study of cause and effect.

Reinforcement of the current ELA Common Core Standards will be emphasized on a continual basis. In addition, skill enhancement will be provided via picture and multi media prompts. A variety of open-ended questions will be given as regular assignments to

ensure students' proficiency on such assessments as the HSPA. Supplemental texts to support required skills on these assessments will be utilized as needed.

Students will also intensify their preparation for a battery of local, state, and national assessments (i.e. PARCC, PSAT, and SAT). Readings for this course can include the following selections: The Scarlet Letter, The Great Gatsby, Farewell to Arms, Death of a Salesman, and Hamlet. The core instructional materials for the course is Houghton Mifflin Harcourt's Collections ©2015. Additional readings and works should ensure multi-cultural inclusion, such as selections by Langston Hughes, Richard Wright (Native Son), and others. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Read 180 for ELL Students in Proficiency Levels III, IV and V Only

This course is designed to provide instruction that will build the students' reading and writing proficiency through the Scholastic READ 180 program. Students who participate in the program will receive tailored, direct instruction in reading and writing skills and strategies through a trained teacher using whole group and small group instruction as well as independent reading opportunities. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

ESL – 12th Grade Courses:
(Placement based on ACCESS or WIDA Initial Identification Exam)

ESL – 12th Grade English – Level I & II
Grade: 12
Duration: Full Year – Every Day
Credit Hours: 5 (ELA Credits)

ESL – 12th Grade English – Level III / Read 180
Grade: 12
Duration: Full Year - Every Day
Credit Hours: 5 (ELA Credits)

ESL – 12th Grade English – Level IV & V / Read 180
Grade: 12
Duration: Full Year - Every Day (alternating ESL and Read 180)
Credit Hours: 5 (ELA Credits)

The 12th grade ELA curriculum will be scaffolding to accommodations ESL students academic, instructional and English proficiency levels.

Following the course structure and format maintained in English 9, 10, and 11, students will again produce a portfolio of integrated Language Arts related tasks that demonstrate mastery in all four ELA Common Core Standards. The context of these tasks and activities is the study of literary selections of British Literature that demonstrate its history and development. Selections read and analyzed for this course include but are not restricted to Beowulf; The Canterbury Tales, Macbeth and Pygmalion. The core instructional materials

for the course is Houghton Mifflin Harcourt's Collections ©2015. A brief overview of literature covered includes, but is not limited to, the following: Wuthering Heights, Their Eyes Were Watching God, Great Expectations, Amistad, Black Boy, The Elements of Style, and How to Prepare for the Advanced Placement Examination. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Read 180 for ELL Students in Proficiency Levels III, IV and V Only

This course is designed to provide instruction that will build the students' reading and writing proficiency through the Scholastic READ 180 program. Students who participate in the program will receive tailored, direct instruction in reading and writing skills and strategies through a trained teacher using whole group and small group instruction as well as independent reading opportunities. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Junior Reserve Officers' Training Corps (ROTC)

JROTC I
Grades: 9-11
Duration: Full Year
Credit Hours: 5

The Junior Reserve Officers' Training Corps (JROTC) is designed to prepare students (cadets) to demonstrate an understanding of the freedoms stated in the Bill of Rights, to foster creativity by displaying an understanding of the seven communication skills, and to demonstrate an integration of knowledge of the leadership traits, principles, and styles of being an effective leader. By the conclusion of this course, students (cadets) will be able to demonstrate knowledge of good citizenship, effective communication skills, and display leadership potential. Irvington High School students are given the option to elect to meet the Physical Education requirement for graduation through the JROTC program. Health requirements will either be met through integration in the JROTC curriculum, through Board approved outside providers, or through Health Education teachers at Irvington High School. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

JROTC II
Grades: 10-12
Duration: Full Year
Credit Hours: 5
Prerequisite: JROTC I

The Junior Reserve Officers' Training Corps (JROTC) is designed to stimulate reasoning in communication skills, problem solving of map reading assignments, and demonstrating an understanding of the traits, principles and styles of leadership. JROTC

II is designed to also help students properly solve the tasks of a leadership position, provide real-life examples of situations using guest speakers and current events, supply topics that are in the news on drugs and drug abuse, perform satisfactorily at age group level in the President's Physical Fitness Program, and display an application of leadership.

By the conclusion of this course, students (cadets) will be able to think logically, communicate effectively, maintain good health and appearance, implement knowledge of map reading skills, and display leadership potential as a member of a team. Irvington High School students are given the option to elect to meet the Physical Education requirement for graduation through the JROTC program. Health requirements will either be met through integration in the JROTC curriculum, through Board approved outside providers, or through Health Education teachers at Irvington High School. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

JROTC III
Grades: 11-12
Duration: Full Year
Credit Hours: 5
Prerequisite: JROTC I, JROTC II

The Junior Reserve Officer's Training Corps (JROTC) is designed to enable students (cadets) to demonstrate proficiency in communication skills and display critical thinking in leadership decisions and responsibilities. The program also supports the community by providing a variety of learning tasks such as first aid, map reading, and the duties and responsibilities of American citizenship. It also offers technology awareness and hands on training programs through leadership labs to develop workplace competency. By the conclusion of this course, students (cadets) will be able to demonstrate leadership proficiency to establish a sound communication claim through knowledge of required subjects and perform in a competent manner in their leadership roles. Irvington High School students are given the option to elect to meet the Physical Education requirement for graduation through the JROTC program. Health requirements will either be met through integration in the JROTC curriculum, through Board approved outside providers, or through Health Education teachers at Irvington High School. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

JROTC IV
Grade 12
Duration: Full Year
Credit Hours: 5
Prerequisite: JROTC I, JROTC II, JROTC III

The Junior Reserve Officers' Training Corps (JROTC) is designed to clearly establish necessary communication lines for this final preparation phase for real life such as: participating in leadership positions involving problem solving tasks to maintain unit standards, ensuring the development of evaluative decision making skills, reviewing of American Military History, exploring career opportunities that require school based learning, structuring organization for the exercise of command responsibilities and staff procedures. By the conclusion of this course students will be able to:

- Have a command of necessary communication skills
- Use problem-solving skills in their decisions
- Evaluate and make career decisions

Irvington High School students are given the option to elect to meet the Physical Education requirement for graduation through the JROTC program. Health requirements will either be met through integration in the JROTC curriculum, through Board approved outside providers, or through Health Education teachers at Irvington High School. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

ENGLISH LANGUAGE ARTS

English 9
Duration: Full Year
Credit Hours: 5
Prerequisite: Grade 8 English

Through the integrated Common Core State Standards in Literacy curriculum of Reading, Writing, Speaking and Listening, and Language, students in English 9 perform a thorough regimen of English Language Arts (ELA) related tasks. In turn, these tasks lead to achievement of individualized, class and school level benchmarks on local, state and national (PARCC, PSAT) instruments of assessment in Language Arts. For 9th graders, this regimen includes beginning the construction of a multi-year portfolio demonstrating their best work in all four ELA standard areas. It also encompasses the review and advancement of grammatical concepts and skills already learned. This course provides an introduction to the level of analysis and critical thinking that will provide a foundation that will enable students to rise and be challenged in subsequent high school course work, across all content areas. The English 9 regimen includes analysis of literary elements and the interpretation of numerous classic themes articulated across varied literary genres, within a broad panoply of American, British, and international literary selections that provide a rich multicultural experience. Student tasks include but are not limited to the integration of reading, writing, and thinking processes in creating, interpreting, and responding to the following: varied text types, genres, open-ended questions, picture and multi-media prompts, analytic essays, themes, reports, articles, fiction and non-fiction; all of which are produced for a variety of purposes and audiences. Literary selections may include but are not restricted to Romeo and Juliet, The Miracle Worker, Animal Farm, and The Diary of Anne Frank. The core instructional materials for the course is Houghton Mifflin Harcourt's Collections ©2015. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

English 10
Duration: Full Year
Credit Hours: 5
Prerequisite: English 9

This course will follow the structural model established in the English 9 program but will provide more challenging integrated experiences with more advanced aspects of literary exploration and selections (e.g. stories, poetry, essay, drama, non-fiction, etc.) As begun in grade 9, the achievement of established benchmarks in all four English Language Arts Common Core Standards on local, state and national assessments will be pursued through a variety of tasks that include but are not limited to the following: debating; discussing;

interviewing; evaluating; creating written and oral presentations; solving problems using media; constructing and responding to multiple choice questions; essays related to literary concepts; persuasive essay topics; and essays in response to picture and multi-media prompts. Students will be asked to demonstrate comprehension of increasingly difficult text types that are intended for a variety of purposes and audiences. Technical analysis and enhancement of language and works produced by both established authors as well as by other students will be a regular component of the curriculum. Students will be expected to utilize all elements of both creative (Writing 3.2 and Speaking 3.3) and interpretive (Reading 3.1, Listening 3.4, and Viewing and Media Literacy 3.5) processes. Instruction is provided to support students' success on upcoming local, state, and national assessments (PARCC, PSAT, and SAT). Core literary selections of this course may include but are not restricted to Julius Caesar, Lost Horizon, The Pearl, To Kill A Mockingbird, Lord of the Flies, and of Mice and Men. The core instructional materials for the course is Houghton Mifflin Harcourt's Collections ©2015. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

English 11
Duration: Full Year
Credit Hours: 5
Prerequisite: English 10

This course follows the structure of English 9/10, calling for a student produced portfolio of integrated Common Core State Standards in Literacy curriculum tasks that will prepare students for communicative success on local, state, and national assessments, and in the place of work or study beyond high school. A survey of American Literature will include an understanding and appreciation of literature that represents different historical periods in the growth of America, from colonial times to the present. Some exploration will lend itself to increased cross content connections and will demand varied forms of research and analysis that calls for comparison and contrast, persuasion, and the study of cause and effect.

Reinforcement of the current ELA Common Core Standards will be emphasized on a continual basis. In addition, skill enhancement will be provided via picture and multi media prompts. A variety of open ended questions will be given as regular assignments to ensure students' proficiency on such assessments as the HSPA. Supplemental texts to support required skills on these assessments will be utilized as needed.

Students will also intensify their preparation for a battery of local, state, and national assessments (i.e. PARCC, PSAT, and SAT). Readings for this course can include the following selections: The Scarlet Letter, The Great Gatsby, Farewell to Arms, Death of a Salesman, and Hamlet. The core instructional materials for the course is Houghton Mifflin Harcourt's Collections ©2015. Additional readings and works should ensure multi-cultural inclusion, such as selections by Langston Hughes, Richard Wright (Native Son), and others. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

English 12
Duration: Full Year
Credit Hours: 5
Prerequisite: English 11

Following the course structure and format maintained in English 9, 10, and 11, students will again produce a portfolio of integrated Language Arts related tasks that demonstrate mastery in all four ELA Common Core Standards. The context of these tasks and activities is the study of literary selections of British Literature that demonstrate its history and development. Selections read and analyzed for this course include but are not restricted to Beowulf; The Canterbury Tales, Macbeth and Pygmalion. The core instructional materials for the course is Houghton Mifflin Harcourt's Collections ©2015. A brief overview of literature covered includes, but is not limited to, the following: Wuthering Heights, Their Eyes Were Watching God, Great Expectations, Amistad, Black Boy, The Elements of Style, and How to Prepare for the Advanced Placement Examination. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Honors English
Grades: 9-12
Duration: Full Year
Credit Hours: 5
Prerequisite: Teacher Recommendation

All students taking these courses will study the same curriculum as that designated in English 9, 10, 11, and 12. However, greater intensity and depth of analysis will be expected in studying the course selections; additional selections read will be characterized by greater difficulty and density of text; and required assignments can be of a greater number and more stringent specifications. Students in honors courses will be expected to produce high quality work in a more rigorous and punctual manner. In addition to reading selections indicated in other core English courses, this group might read any number of challenging selections which might include Immigrant Voices: 24 Narratives on Becoming an American, The Sport of the Gods, Why We Can't Wait, and other international selections. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Academic Foundations in English
Grade: 11
Duration: Full Year
Credit Hours: 5
Prerequisite: Accuplacer results

This course is designed to enable the student to write at college level. By applying the writing process, the student will write a number of multi-paragraph compositions, adhering to the principles of English grammar, usage, mechanics, and punctuation. Students will be introduced to the principles of rhetoric through logical analysis of expository writing. Research techniques and Modern Language Association (MLA) rules

for documentation will also be introduced and emphasized. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Advanced Placement (AP) Literature and Composition
Grade: 12
Duration: Full Year
Credit Hours: 5
Prerequisite: Teacher Recommendation

The Advanced Placement English Literature and Composition course is designed to represent college-level English studies. Instruction is focused on (1) acquiring critical and analytical reading skills necessary for comprehending college required literature, (2) acquiring a thorough understanding of the symbolism and meaning of literary elements and figurative language used in poetry and prose, (3) acquiring specialized, critical, analytical, and precise writing skills that are fundamental to writing tasks on the college level, (4) and acquiring specific analytical test-taking skills essential to dealing successfully with the questions on the A.P. English examination. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

African American Literature
Grades: 9-12
Duration: Semester (1/2 year)
Credit Hours: 2.5

The objective of the African American Literature course is to introduce as well as enlighten students to the rich array of literary selections which span from the ancient African literary tradition to the contemporary African American experience. In addition to emphasizing close readings of the texts, the course will situate the literary works within their historical and cultural contexts. An understanding of literary terminology, writing, grammar, diction, and style aligned with the English Language Arts Common Core State Standards will be integrated into the course so that students will have read, comprehended, and critically analyzed a variety of materials and literary selections from this genre. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

American Ethnic Literature
Grades: 9-12
Duration: Semester (1/2 year)
Credit Hours: 2.5
Grades 9-12

This course introduces a comprehensive view of American Ethnic Literature. All participants will have the opportunity to gain a better understanding and appreciation of culture, cultural values, and varying cultural perspectives/ Literary work written by authors of a variety of races, ethnicities, backgrounds, classes, and cultural perspectives include, but are not limited to, Caribbean, African, Native American, Latino, Middle Eastern/Southwestern Asian, and Asian American. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Creative Writing
Grades: 9-12
Duration: Semester (1/2 year)
Credit Hours: 2.5

This course affords students with an opportunity to develop their literary talents. Students will analyze various forms of prose and poetry, gain experience with writing creatively in multiple genres, participate in online collaborative writing and sharing, and work through the entire writing process through intensive writing activities, group discussions, peer reviews, and revising and editing sessions. By the end of the course, students will publish a writing portfolio containing polished pieces that exemplify their hard work and creativity. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Expository Writing
Grades: 9-12
Duration: Semester (1/2 year)
Credit Hours: 2.5

This course is designed to aid students in producing organized, well-developed, unified, and coherent expository prose. Emphasis is placed on the writing process and includes research analysis, topic selection, thesis support and development, editing and revision. Students will also be encouraged to make connections among multiple literary sources and utilize textual evidence throughout their piece. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

READ 180
Grades: 9-12
Duration: Full Year
Credit Hours: 5
Prerequisite: Placement Test

This course is designed to provide instruction that will build the students' reading and writing proficiency through the Scholastic READ 180 program. Students who participate in the program will receive tailored, direct instruction in reading and writing skills and strategies through a trained teacher using whole group and small group instruction as well as independent reading opportunities. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Mathematics

Philosophy:

The conviction of the Mathematics Department is that one learns mathematics best through understanding and practice. The students must be actively involved in the learning of mathematical concepts using problem solving necessary to stimulate their higher-order critical thinking skills. It is the belief of this department that an environment that allows the students maximum participation is essential and it remains important that students be

significantly challenged according to intellectual abilities and needs. Graphing calculators and computers are learning tools used throughout the mathematics curriculum.

Algebra I
Grade: 9
Duration: Full Year
Credit Hours: 5
Prerequisite: Grade 8 Mathematics/Pre-Algebra (Credit is awarded to 8th grade students who successfully complete Algebra I)

This course is designed to provide students with a rigorous outline that consists of the skills necessary to succeed in and to progress in the advanced study of mathematics. Algebra I, places an emphasis on conceptual understanding using technology, problem solving, and manipulative skills. This course introduces students to variables, algebraic expressions, equations, functions, and graphical representations.

The course offers students the opportunity to develop their abilities to: explore and solve mathematical problems, think critically, work cooperatively with others, and communicate mathematical ideas clearly. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Algebra I Honors
Grade: 9
Duration: Full Year
Credit Hours 5
Prerequisites: Grade 8 Mathematics/Pre-Algebra/Teacher Recommendation

Algebra I Honors is offered to incoming freshmen that have demonstrated strong mathematical ability in the major domains of the Common Core State Standards (CCSS): Number and Quantity; Algebra; Functions, Modeling, and Statistics and Probability. The course offers students the opportunity to pursue algebraic concepts in greater depth and at a faster rate, using problem solving, technology and manipulatives. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Geometry
Grades: 9-10
Duration: Full Year
Credit Hours: 5
Prerequisite: Algebra I

Geometry enables the student to develop a spatial sense and the skills necessary for clear and precise thinking by supplying a mathematical model to examine ideas concerning the physical world in a logical manner. Simple deductive proofs concerning the basic geometric elements are extended to include more complex relationships between geometric components. The students will also learn how to analyze patterns and geometric properties and solve mathematical and real world problems using geometric models. The study of Euclidean geometry will assist in preparing the student for further study in mathematics, science, and a variety of other fields. By the end of this course, students will be able to use inductive and deductive reasoning to solve problems and to present

reasonable explanations of and justifications for their solutions. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Geometry Honors
Grades: 9-10
Duration: Full Year
Credit Hours: 5
Prerequisites: Algebra I/Teacher Recommendation

Geometry Honors is available for students who are capable of moving at a rapid pace. This course covers all basic geometry and trigonometry topics plus additional topics such as vectors and trigonometric functions, in order to prepare students for advanced placement work. The student expands his/her ability to explore and solve problems mathematically, think critically, work cooperatively with others, and communicate mathematical ideas clearly. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Algebra II
Grades: 10 & 11
Duration: Full Year
Credit Hours: 5
Prerequisites: Algebra I and Geometry

Students enrolled in the Algebra II course will continue to apply and extend those skills learned in Algebra I and Geometry. Included in the curriculum are activities concerning linear and quadratic equations, factoring, real and imaginary numbers, exponential and logarithmic functions, as well as analytic geometry and graphing. The students need to understand how quantities are related to one another and how algebra can be used to concisely express and analyze those relationships. The students will develop, explain, use and analyze procedures for operations on algebraic expressions. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Algebra II Honors
Grades: 10 or 11
Duration: Full Year
Credit Hours: 5
Prerequisites: Algebra I, Geometry, Teacher Recommendation

Algebra II Honors will continue to apply and extend the skills developed in Algebra I Honors and Geometry Honors. Linear and quadratic equations, factoring, real and imaginary numbers, exponential and logarithmic functions, analytical geometry and graphing are explored in greater depth. Students are challenged to increase their reasoning ability to solve more abstract problems and understand the foundational concepts of higher-level mathematics. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Pre-Calculus
Grades: 11 & 12
Duration: Full Year
Credit Hours: 5
Prerequisites: Algebra I, Geometry, Algebra II

Pre-Calculus is designed for those students who have successfully completed Algebra I, Geometry, and Algebra II. Emphasis is placed on advanced concepts of Algebra, Trigonometry, Analytic Geometry, Functions, and a study of differential and integral calculus and polynomial functions. This course will provide challenging ideas and real-life problem-solving activities that stimulate reasoning and creativity. The students will further develop evaluative and intuitive decision-making skills. Group projects, class discussions, debates, journal writing, and media center research will be incorporated into the curriculum. Graphing calculators will be used extensively. By the end of this course, students will be able to use linear, quadratic, trigonometric, and exponential models to explain growth and change in the natural world. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Pre-Calculus Honors
Grades: 11 & 12
Duration: Full Year
Credit Hours: 5
Prerequisites: Algebra I Honors, Geometry Honors, Algebra II Honors/Teacher Recommendation

Pre-Calculus Honors is designed for accelerated math students who have successfully completed honors courses in Algebra I, Geometry, and Algebra II. It is an in-depth study of the integration of Algebra, Trigonometry, Geometry, Functions, and study of differential and integral calculus of polynomial functions. It is designed to challenge students who have demonstrated ability in applying abstract mathematical concepts. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Statistics
Grades: 11-12
Duration: Full Year
Credit Hours: 5
Prerequisites: Algebra II or Pre-calculus

This introductory statistics course is an elective that focuses on applied statistical techniques. The topics covered will include techniques and rules of probability, descriptive and inferential statistics, as well as how these concepts are used to describe, interpret models, predict events, make decisions, evaluate decisions, and justify conclusions. The course culminates with a 4-week extensive project utilizing concepts covered throughout the year. This course is excellent for students interested in business, the social science, and mathematics. TI 83-84 graphing calculators will be used throughout the course. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Advanced Placement (AP) Statistics
Grades: 11-12
Duration: Full Year
Credit Hours: 5
Prerequisites: Algebra II Honors or Pre-Calculus Honors or Statistics

This course is an introduction to probability and statistics engineered to offer techniques and applications that are useful in business, economics, psychology, engineering, social and biological sciences. Students who have completed Algebra 2 and who wish to pursue advanced mathematics with practical applications will be acquainted with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will be divided into four broad conceptual themes: 1) exploring data, 2) sampling and experimentation, 3) anticipating patterns, and 4) statistical inference. Students who successfully complete this class and take the AP examination may potentially earn 3 to 4 college credits. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Calculus
Grade: 12
Duration: Full Year
Credit Hours: 5
Prerequisite: Pre-Calculus

This course is designed for students electing to take calculus without the advanced placement designation. Concepts covered include limits and continuity, derivatives with applications, and integration with applications. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Advanced Placement (AP) Calculus AB
Grade: 12
Duration: Full Year
Credit Hours: 5
Prerequisite: Pre-Calculus Honors

AP Calculus AB is designed only for the most able students in mathematics who have successfully completed Algebra I, Geometry, Algebra II, and Pre-Calculus. The course prepares students for the College Board Calculus AB Advanced Placement Exam. Topics include limits, derivatives of polynomial, trigonometric, exponential and logarithmic functions, and indefinite and definite integrals. Intellectual exploration, creative thinking, and an open exchange of ideas will be encouraged. All students in this class are required to take the AP exam for college credits. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Alternative High School Assessment (AHSA) Math
Grade: 12
Duration: September – March/Full Year
Credit Hours: 5
Prerequisites: Partial Proficiency on the HSPA

This course is designed to improve student's mathematical and problem solving skills in each of the clusters on the High School Proficiency Assessment (HSPA), so that they can be successful on the NJHSPA. This course is also aimed to improve each student's written responses when answering open-ended questions, provided test-taking strategies, improve student's ability to complete the exam in a timely manner, and to provide instruction time to complete the state required Alternative High School Assessment (ASHA). This course will introduce and familiarize students with placement tests for colleges. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Prerequisite: Students will be placed in this course for remediation based on test scored

Physical Education and Health

Physical Education Grade 9
Credit Hours: 5
Prerequisites: 8th grade Physical Education

Physical Education 9 is required by the state of New Jersey for high school graduation. The students will receive 5 credits for three marking periods of physical education combined with 1 marking period of 9th grade health. During the three marking periods, the course will deal with the development of the skills and concepts of competition and sportsmanship. Higher-level concepts of game play and strategies will be introduced to students. This will be accomplished through the development of fundamental physical skills, knowledge of rules, teamwork, sportsmanship and fitness. Basic motor skills enhancement will play a major role in the course.

Areas such as spatial awareness, loco motor skills, non-loco motor skills, hand eye coordination and foot eye coordination will be developed through student activity stressing large muscle group participation. Activities will include aerobics, badminton, basketball, fitness, floor hockey, power walking, Project Adventure activities, soccer, softball, speedball, table tennis, team handball, track and field, volleyball, and weight training. Assessment areas will include student participation, physical skills, and written tests. Through written tests, language arts and mathematics will be integrated into this course. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Health Education – Grade 9
Credit Hours: 5
Prerequisites: 8th grade Health

Health Education 9 is required by the state of New Jersey for high school graduation. Based on one marking period, the course will focus on human sexuality and family living. The human sexuality portion of the course will include an in depth study of the topics of sexual

anatomy, the reproduction process, pregnancy, and prenatal care. Also studied will be abstinence, birth control, ending a pregnancy, HIV/AIDS, and sexually transmitted diseases. Character development and responsibility are common threads which will be emphasized through all aspects of this course. The family living portion of the class will include dating, marriage, parenthood, family values, and social, moral and emotional implications that can occur over choices made regarding sexual behavior as a teenager. As per new State legislation, Cardiopulmonary Resuscitation (CPR) instruction will also be taking place in Grade 9 Health.

All students will be able to identify proper resources that provide information, assistance, and care in addressing sexual and reproductive health issues. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Physical Education Grade 10
Credit Hours: 5
Prerequisite: 9th grade Physical Education

Physical education 10 is required by the state of New Jersey for high school graduation. The students will receive 5 credits for 3 marking periods of physical education combined with 1 marking period of 10th grade health. During the three marking periods, the course will deal with the development of body control activities. Perceptual motor activities, coordination, balance, and flexibility will be enhanced in all students. Knowledge of rules, teamwork, sportsmanship and fitness will be incorporated into all student activities. Students will analyze and apply the movement concepts of biomechanics, physiology and kinesiology. Comprehensive instruction will take place in the following physical activities: aerobics, badminton, basketball, fitness, floor hockey, power walking, Project Adventure activities, soccer, softball, speedball, table tennis, team handball, track and field, volleyball, and weight training. Aerobic capacity and levels of fitness will be developed in each student along with the understanding of the benefits that can be derived from leading a healthy active lifestyle. Assessment areas will include student participation, physical skills, and written testing. Through written testing, language arts and mathematics will be integrated into this course. Physical Education 10 is offered as a four day a week option to accommodate students taking a complementary science lab. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Health Education Grade 10
Credit Hours: 5
Prerequisite: 9th grade Health

Health Education 10 is required by the state of New Jersey for high school graduation. Based on one marking period, the course will present essential and current information on drugs, alcohol, and tobacco abuse. The negative consequences of each will be stressed. All students will learn the physical, mental, emotional, and social effects that the use of alcohol, tobacco, and other drugs can create. Peer pressure, problem solving, critical thinking, and decision-making strategies will be stressed throughout this course. All students will be able to identify proper resources for providing information, assistance, and

care in addressing dependency, addiction, and treatment options. A unit on Death & Dying and Fitness & Nutrition will also be taught during this course. Students will learn about the benefits of a healthy diet and how to create a meal plan. As per new State legislation, Cardiopulmonary Resuscitation (CPR) instruction will also be taking place in Grade 10 Health. Students will learn coping skills necessary to deal with issues concerning death and dying. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Physical Education 11
Credit Hours: 5
Prerequisite: 10th grade Physical Education

Physical Education 11 is required by the state of New Jersey for high school graduation. The students will receive 5 credits for 3 marking periods of physical education combined with 1 marking period of 11th grade health (driver's education). During the three marking periods, this course will deal with the physical, social and emotional development of students' attitudes through participation in team, individual and dual sports. Floor skills including rhythmic and mimetic activities will be utilized by students to stimulate both fine motor and cross motor skill movement. The history of sports and the benefits of healthy competition will be introduced to the students. Activities will include: aerobics, badminton, basketball, fitness, floor hockey, power walking, Project Adventure activities, soccer, softball, speedball, table tennis, team handball, track and field, volleyball, and weight training. Participation in activities for a lifetime will be stressed. Aerobics capacity and levels of fitness will be developed in each student along with the understanding of the benefits that can be derived from leading a healthy and active lifestyle. Through written tests, language arts and mathematics will be integrated into this course. Physical Education 11 is offered as a four day a week option to accommodate students taking a complementary science lab. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Driver Education Grade 11
Credit Hours: 5
Prerequisite: 10th grade Health

Based on one marking period, this course will provide students with the proper knowledge on becoming a licensed, safe driver on the roads and highways. Areas stressed in the course will include: the impact of emotions on driving and the problems associated with alcohol, and drugs. Students will be taught the implied consent law and the GDL (graduated driver's license) rules. Other topics will include the physical skills of driving, motor vehicle laws, map reading and responsible vehicle ownership. The course will be based on the premise that driving is a privilege, and NOT a right. The course will culminate with the students preparing for and taking the state written drivers' examination test. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Physical Education 12
Credit Hours: 5
Prerequisite: 11th grade Physical Education
Physical Education 12 is required by the state of New Jersey for high school graduation.

The students will receive 5 credits of physical education combined with 1 marking period of 12th grade health. During the three marking periods, this course provides activities that develop physical coordination, stamina, fitness, and agility. The students while competing in various activities will demonstrate positive social behavior. These activities will include: aerobics, badminton, basketball, fitness, floor hockey, power walking, Project Adventure activities, soccer, softball, speedball, table tennis, team handball, track and field, volleyball, and weight training. Preparing the student to be a productive member in society is a course objective. Models of fair play, sportsmanship

and teamwork will be stressed. Aerobic capacity and levels of fitness will be developed in each student, along with the understanding of the benefits that can be derived from leading a healthy, active lifestyle. Participation in activity for a lifetime will be stressed. Assessment areas will include student participation, physical skills, and written tests. Through written tests, language arts and mathematics will be integrated into this course. Physical Education 12 is offered as a four day a week option to accommodate students taking a complementary science lab. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Health Education 12
Credit Hours: 5
Prerequisites: 11th grade Health

Health Education 12 is required by the state of New Jersey for high school graduation. Based on one marking period, this course deals with in-depth subject matter on relationships, social and emotional health, consumer health, and public health. Regarding relationships, the following areas will be addressed and discussed: decision-making, conflict resolution, family values, and social, moral, and emotional implications that can occur over choices made regarding sexual behavior. The topics of social and emotional health will address such areas as recognizing mental problems, caring for the mentally disabled, and suicide prevention. Students will attain a knowledge base for consumer and public health issues. As per new State legislation, Cardiopulmonary Resuscitation (CPR) instruction will also be taking place in Grade 12 Health.

All students will be able to identify the proper resources for providing information, assistance, and care in addressing these topics. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Adaptive Physical Education
Grades: 9-12
Requirement for Elective: NA
Credit Hours: 5
Prerequisites: None

Based on four marking periods, this course is designed to provide physical education for selected students in the least restrictive environment. Students are assigned by Special Services in compliance with the Individual Education Plan (IEP) requirements. Emphasis is placed on individual skill development. Concepts such as spatial awareness, fine and gross motor skills, rhythm, and hand-eye coordination will be stressed. Aerobic capacity and levels of fitness will be developed in each student along with a basic understanding of the benefits that can be derived from leading a healthy, active lifestyle. Activities that can be participated in for a lifetime will be introduced to all students. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Science

Environmental Science
Grade: 9
Duration: Full Year
Credit Hours: 5
Prerequisite(s): none

Environmental Science is designed to prepare students for entrance into their high school level Biology course. Technology, coupled with critical thinking, laboratory experiences and problem solving activities, will enable students to gain a better understanding of the relationship between humans and the world in which we live. The essential themes of the course include: ecology, biomes, ecosystems, energy and cycles of matter, populations' impact and ecological problems. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Physics
Grade: 9-12
Duration: Full Year
Credit Hours: 5
Prerequisite(s): none

Physics provides a detailed study of matter, energy, space, time and the relationship between them. Connections are also developed between the analysis of motion and graphical analysis, collision problems and the solving of systems of equations. Students will be involved in problem-solving activities on an individual, small group and large group basis. Through this process the ability to read and understand problems, break them down into their component parts and then create and present solutions will be developed. Laboratory sessions provide an opportunity for the application and discovery of physics principles. Students use mathematics and technology extensively in developing their understanding of the topic. Topics include the study of motion, gravitation, energy,

momentum, waves, and nuclear physics. Students who have successfully completed this course may elect to move onto AP Physics 1. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Physics Honors
Grade 9-12
Duration: Full Year
Credit Hours: 5

Prerequisite(s): Teacher Recommendation, B or above average in previous science course, Algebra 1 or currently enrolled

Physics Honors includes all of the topics as the general course but moves at an accelerated pace. Quantum physics is included in the scope and sequence of the Honors curriculum. Students recommended for this course are expected to be proficient in mathematics. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

AP Physics 1
Grades: 10-12
Duration: Full Year
Credit Hours: 10
Prerequisite(s): Algebra I, Teacher Recommendation, and B or above average in a Physics course

The AP Physics 1 course is comparable to an introductory physics college level course and prepares students for taking the national AP Physics 1 exam. The course includes topics in both classical and modern physics. Topics include: Newtonian mechanics, mechanical waves and sound, electrostatics, DC circuits, simple harmonic motion, impulse, momentum, work and energy. A thorough knowledge of algebra and basic trigonometry are necessary of success in this course. Laboratory sessions are comparable to those found in introductory physics college level laboratories. The AP exam is administered in late spring. Colleges and University may use AP test results to award college credit for an introductory environmental science course. Course description is modified from the course description available at http://apcentral.collegeboard.com. This course meets daily. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Biology
Grade: 10-12
Duration: Full Year
Credit Hours: 5
Prerequisite(s): none

Biology is a mandatory course for meeting current graduation requirements. An End-of Course assessment is required by the New Jersey Department of Education. Through the study of biology, students will acquire a clear understanding and competency of key biological concepts and ideas, develop an awareness of the relevance of biology as an integral part of their everyday lives, foster a growing appreciation of biology, and develop a proficiency in critical and creative thinking and problem-solving. Topics of study include

the molecular and cellular basis of life, cell structures and processes, ecology, reproduction and development, genetics, taxonomy, evolution and the diversity of living organisms. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Biology Honors
Grade: 10-12
Duration: Full Year
Credit Hours: 5
Prerequisite(s): Teacher Recommendation, B or above average in previous science course

Biology is a mandatory course for meeting current graduation requirements. An End-of-Course assessment is required by the New Jersey Department of Education. The same topics will be covered as in biology, but an emphasis will be placed on biochemistry and physiology. Additionally, bioethics will be discussed during the course to develop an appreciation for the relationship between science and society. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

AP Biology
Grade 11-12
Credit Hours: 10
Duration: Full Year
Prerequisite(s): B or above average in a Biology course, and Teacher Recommendation

The AP Biology course is comparable to an introductory biology college level course and prepares students for taking the national AP Biology exam. The AP Biology course is divided into units incorporating 4 Big Ideas and 7 Science Practices. The Big Ideas include: evolution and diversity, use of energy, information processing, and interactions of systems. Under each Big Idea are units that provide further clarity and focus on information and experiences that are expected of the College Board. The AP exam is administered in late spring. Colleges and University may use AP test results to award college credit for an introductory environmental science course. Course description is modified from the course description available at http://apcentral.collegeboard.com. This course meets daily. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Earth and Physical Science
Grade: 10-12
Duration: Full Year
Credit Hours: 5
Prerequisite(s): none

This course is designed as a hybrid of chemistry, physics and the application of these fields to earth science. Earth & Physical Science will address major topics in the following areas: the origin and evolution of the Earth, tectonics, matter and Earth's materials, energy and waves, forces and motion, and Earth's dynamics such as weather and climate. Throughout

the course students will be made aware of how materials and processes observed on Earth follow principles of physical science. Emphasis is placed on critical thinking, inquiry, use of technology and the development of laboratory skills to provide students with the opportunity to achieve a deeper understanding of the methodology of science. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C. 6A: 14-4.6.

Chemistry
Grades 10-12
Duration: Full Year
Credit Hours: 5
Prerequisite(s): Physics or Biology course

Chemistry provides a detailed study of matter, its properties, the changes it undergoes, and the principles that govern these changes. Topics of study include: atomic structure, chemical calculations, periodicity, kinetic theory, acids and bases, states of matter, solutions, quantum mechanics, carbon-based chemistry and the concepts of reaction rates and equilibrium. Integrating mathematics as a tool, students will predict and describe chemical phenomena. Laboratory sessions reinforce the qualitative and quantitative aspects of Chemistry, affording students opportunities to develop analytical skills, use critical thinking skills, and learn problem-solving techniques. Students will be able to explain the relationship between the chemical and physical properties of elements and their placement on the periodic table. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Chemistry Honors
Grade 10-12
Duration: Full Year
Credit Hours: 5
Prerequisite(s): Teacher Recommendation, Physics or Biology course, B or above average in previous science course

This course addresses the same topics as the general Chemistry course but on a more extensive level. Students considering Honors should be proficient in mathematics and may be considering pursuit of Advanced Placement courses in the sciences. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

AP Chemistry
Grades 11-12
Duration: Full Year
Credit Hours: 10
Prerequisite(s): teacher recommendation, B or above average in a Chemistry course

The AP Chemistry course is divided into units incorporating 6 Big Ideas. These Big Ideas include: atomic structure, structure – property relations, transformations, kinetics, thermodynamics, and equilibrium. Under each Big Idea are up to 4 units that provide further clarity and focus on information and experiences that are expected of the College Board. The course is designed to have students develop sound science practices that are

enduring and adaptable to enable students to keep pace with the rapid expansion of scientific knowledge. A minimum of 16 laboratory investigations are conducted to provide students opportunity for the application, design, an analysis of the content covered and skills learned in the classroom. The AP exam is administered in late spring. Colleges and Universities may use AP test results to award college credit for an introductory chemistry course. Course description is modified from the course description available at http://apcentral.collegeboard.com. This course meets daily. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Forensic Science
Grade 12
Duration: Full Year
Credit Hours: 5
Prerequisite(s): C or above average in Biology and Chemistry, and completed all science graduation requirements

This multidisciplinary course uses biology, chemistry and physics in understanding forensic science investigations. The course exposes students to the various laboratory skills, techniques and methods commonly used during forensic investigations of crime scenes. It is designed around students solving crime scene scenarios through the use of several skills including by not limited to, trace evidence analysis, including hair, sand, soil, and fiber comparison, fingerprint analysis, insect evidence, footprint and dental impressions, ballistics, serology, and blood spatter analysis. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

AP Environmental Science
Grades 11-12
Duration: Full Year
Credit Hours: 10
Prerequisite(s): Teacher recommendation, B or above average in Biology and Chemistry

AP Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study. 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 AP exam is administered in late spring. Colleges and University may use AP test results to award college credit for an introductory environmental science course. Course description is modified from the course description available at http://apcentral.collegeboard.com. This course meets daily. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Social Studies

World History
Grade: 9
Credit Hours: 5
Duration: Full Year

World History is an analytical approach to the global developments and trends from the dawn of civilization to modern times. While the emphasis is historically recent, older antecedents will be drawn upon for purpose of perspective. Among the diverse themes to be explored are the following: geography as a basic conditioning force in history; cultural pluralism and national diversity characteristic of the family of man; the impact of technology both as a dislocating factor within each society and as an integrating factor in growing global interdependence; international conflict and reconciliation; and increasing concerns with human rights and democratic forms of government. By the conclusion of this course, students will be able to use special concepts and generalizations as powerful tools to evaluate the world locally and globally. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

World History Honors
Grade: 9
Credit Hours: 5
Duration: Full Year
Pre-requisite: Teacher Recommendation

This course is a one-year class of World History emphasizing the 1300's to the present, covering the European Renaissance and Reformation, Absolutism, Revolution, Industrialization, Global Wars, Struggles for Democracy, and Global Interdependence. In addition to studying historical ideas, students learn various thinking, reading, and writing skills such as applying the historical inquiry method, determining the point of view and bias in primary and secondary sources, and understanding the political spectrum. Knowledge and application of the research process is emphasized through writing assignments, research papers, and oral presentations. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

United States History I
Grade: 10-11
Credit Hours: 5
Duration: Full Year
Prerequisite: World History

This course spans the historical background and development of American society extending from Colonial times to the emergence of the United States as a world leader. Unit themes are dealt with critically which include the Colonial Period, American Revolution, the Growth of Democracy, Nationalism, The Westward Movement, Slavery and Politics, the Civil War and Reconstruction, Pre-Twentieth Century Foreign Affairs, and the Emergence of Modern America. Students will become proficient in understanding graphs and charts, and writing critical essays. By the conclusion of this course, students will be able to critically assess the progress of the United States and evaluate the technological changes

that made it a world power. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

United States History I Honors
Grades: 10-11
Credit Hours: 5
Duration: Full Year
Prerequisite: World History

This course spans the historical background and development of American society extending from Colonial times to the emergence of the United States as a world leader. Unit themes are dealt with critically which include the Colonial Period, American Revolution, the Growth of Democracy, Nationalism, The Westward Movement, Slavery and Politics, the Civil War and Reconstruction, Pre-Twentieth Century Foreign Affairs, and the Emergence of Modern America. Students will interpret graphs, charts, and write essays to emphasize details that support the main idea. By the conclusion of this course, students will be proficient in organizing ideas, analyzing concepts, and solving problems. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

United States History II
Grades: 11-12
Credit Hours: 5
Duration: Full Year
Prerequisite: U.S. History I

This course emphasizes the economic, political and social development of the United States during the twentieth century. Unit themes include World War I, Post-war Domestic Period – 1920's, and American Foreign Policy between the Two World Wars, the Stock Market Crash/Depression, the New Deal, World War II, and recent developments since World War II both domestically and internationally. Students will evaluate policies and programs related to the use of resources locally and globally, and perform tasks such as debating issues, writing critical essays, and responding to open-ended questions. At the conclusion of this course, students will be able to locate, access, organize, and apply information in order to evaluate all aspects of the development of this country during this century. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

United States History II Honors
Grades: 11-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): U.S. History I

This course emphasizes the economic, political, and social development of the United States during the twentieth century. Unit themes include World War I, Post-War Domestic Period-1920s, American Foreign Policy between the Two World Wars, the Stock Market Crash/Depression, the New Deal, World War II, and recent developments since World War II both domestically and internationally. Students will evaluate policies and programs

related to the use of resources locally and globally, and perform tasks such as peer teaching, writing essays, and responding to open-ended questions. By the conclusion of this course, students will be able to comprehend persuasive/argumentative text, differentiate fact from opinion, and know details that support the main idea. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

African American History
Grades: 10-12
Credit Hours: 5
Duration: Full Year
Elective

This course spans the historical, social, and cultural developments of African Americans from their African origin and heritage to the present. Emphasis is placed on the thoughts, feelings, and ideals of African Americans as expressed in their literature, folklore, and speeches. Students will be provided with a balanced treatment of materials, which truly reflect the African American experience. Students will perform tasks such as peer and group teaching, and class presentations. By the conclusion of this course, students will be able to evaluate the actions of individuals and groups in order to counteract incidents of prejudice, discrimination, expulsion, genocide, and slavery. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Advanced Placement (AP) United States History
Grades: 11-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): World History (World History Honors) and US I (US I Honors), and Placement Test

The A.P. United States classes are designed to give excelling students a broad understanding of events, people, and issues as they relate to the economic, political, and social development of the United States from colonial times to the present. An emphasis is placed on the development of analytical skills and factual knowledge, which is necessary to deal critically with the problems and events in US History. The rigorous course of study is to prepare students for intermediate and advanced college courses.

To achieve the goals of the A.P. US History classes, students will learn to assess historical artifacts such as primary sources and supplemental readings in order to understand their relevance, eligibility, and significance to a given interpretive problem.

The A.P. students will be given the opportunity to exhibit their level of achievement when they take the A.P. exam in U.S. History. The test will measure their ability to identify main ideas, understand historical context and utilize primary sources in the creation of a historiography based on a developed thesis expressed in a persuasive essay. Students that excel on the test will be rewarded with academic recognition and college credits in the subject area of U.S. History. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Psychology
Grades: 10-12
Grade Hours: 5
Duration: Full Year
Elective

This course emphasizes the study of behavior. Unit themes include the study of psychology, the brain and behavior, the senses, conditioning and learning, memory, language development, intelligence, emotions, personality, human development, stress, psychological disorders, therapeutic interventions, and social psychotherapy. Students will become proficient in understanding graphs and charts. Students will also perform tasks such as debating issues, writing critical essays, and responding to open-ended questions. At the conclusion of this course, students will be able to: explain the development of psychology, discuss contributions of the founders of modern psychology, evaluate the roles of biology, culture, and personal experiences in the development of psychology, recognize common problems faced by students, and examine the principles of learning and apply them to life situations. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Introduction to Sociology
Grades: 11-12
Duration: Half Year
Credit Hours: 2.5
Elective

Sociology is an elective course that studies human society and social behavior. It will teach students to look at life in a scientific, systematic way. This course will deal with the social atmosphere that helps to make us who we are and how we behave. Major theoretical perspectives and concepts will be presented, including sociological imagination, culture, deviance, inequality, social change, and social structure. Students will also explore the influence of social class and group dynamics on social institutions, such as churches, family, healthcare, education, government, economy, and environment. The key component of this course is for students to study and learn more about themselves and about the society that influence their behavior. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Social Issues
Grades 11-12
Duration: Half Year
Credit Hours: 2.5
Elective

The course, Social Issues, will focus on the study of the nature, scope, causes, effects, alternatives and solutions to some of the major problems in society, such as poverty, crime, health, population, the environment, economics, politics, technology, and cultural patterns. Students will be encouraged to examine these issues and reach independent conclusions. Using various media sources, class discussions will focus on protecting or enhancing the quality of life as globalization moves forward. All social issues of the United States will be

critiqued and analyzed from a global perspective. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Financial Literacy
Grades 11-12
Duration: Half Year
Credit Hours: 2.5
Elective

This course will familiarize students with various real world skills that are important for their success as contributing citizens in a competitive, rapidly changing, global world. Units are designed to offer authentic learning experiences to help students become smart informed consumers capable of independently managing their finances. Topics such as credit and debit, budget planning, saving and investing, as well as personal financial decisions will be covered. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Visual and Performing Arts

Music Department

Beginning and advanced students have the opportunity to perform in instrumental and choral groups as well as solo performances. The music talented program is a continuation of the middle school magnet program and is offered in grades 9-12. Music courses are designed to enhance students' abilities beyond high school

Visual Arts Department

Courses introduce students to the foundations of visual arts at the high school level. The art talented program is a continuation of the middle school art talented program. Advanced courses are offered that enhance students' abilities for career placement beyond high school. Students entering grade 9 after September 2004 must obtain a total of 5 credits in visual/performing arts.

Arts I
Grades: 9-12
Credit Hours: 5
Duration: Full Year
Elective

This introductory art course teaches the basics of two-dimensional design. This course includes projects in: drawing, painting, and sculpture. Students will have the opportunity to experiment in various media such as pastels, ink, crayon, charcoal, and tempera paint. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Crafts I
Grades: 9-12
Credit Hours 5
Elective

This introductory crafts course is designed to teach activities that involve the creative design and construction of objects for practical or decorative use as well as the creative use of materials in many ways such as weaving and paper mache'. The final assignment will consist of the completion of one major project of the student's choice guided by the art instructor. Community school projects such as the annual library art show are encouraged. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Crafts II
Grades: 10-12 (Elective)
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Art I and Teacher Recommendation

This course will use many of the materials used in Crafts I, but will apply their use in a more advanced way. Students will create a 3D project that will have a utilitarian as well as an artistic use. Some of the projects and materials include bookmaking, weaving, pillows, multicultural 3-D reliefs, puppets, leather, mylar, feathers, beads, trimmings, tiles, bamboo, plastics, paint, glass, stain, varnishes, dolls, pottery, sculpture, jewelry, painting on cloth, architecture, clay, wood, and fabric. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Arts II
Grades: 10-12 (Elective)
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Art I and Teacher Recommendation

This more advanced course for high school art focuses on commercial and industrial design for the consumer. This class teaches watercolor painting, airbrush, and 3D Designs. The final assignment will consist of the completion of one major project of the student's choice guided by the art instructor. Community school projects such as the annual library art show are encouraged. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Arts III
Grades: 11 and 12 (Elective) [Must Not Be Combined with Art II]
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Art I and II or Art Talented 9th & 10th grade

This course is more advanced than Art II. It focuses and customizes the study to the individual student. There will be more emphasis on career exploration and preparation, including trips to schools and museums specializing in visual arts and 3D art. Students will receive introductory training in graphic arts using Apple Computers with programs of

Illustrator, Painter, and Photoshop. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Fashion Design
Grades 10-12 (Elective)
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Art I

In this course, fashion careers and related occupations are covered and researched. The history of costume design, past and present is studied and analyzed. The use of color, texture, lines and design is further studied as well as the influence of history and social mores. Basic figure drawing and clothing rendering are also taught. The design and creation of various forms of accessories are developed and completed. Field trips are taken to clothing exhibitions at museums, galleries, and stores. Students build a college ready portfolio in the field of fashion. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Cartoon and Animation
Grades: 10-12 (Elective)
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Art I, Crafts I

Students learn to draw for cartooning and animation by developing skills through quick gestural action analysis as well as traditional figure drawing techniques; creation of character interaction, backgrounds, layouts, story lines, staging, and theatrics is emphasized.

In addition, the understanding of continuity in storytelling and character development is emphasized through the correlation of color, lighting, media, music, and cultural influences. Students will keep a sketchbook/journal, and add images using computer drawings using animation software. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Photography 10-12
Grades: 10-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Visual Arts I, Visual Arts II, or Teacher Recommendation
Elective

This course emphasizes refining technical skills and producing artistic projects through the use of the camera. Cameras used and studied in this course are chemical based and computer driven digital cameras. Activities include the study of the history of photography, the physical make up of the camera, lighting, choosing subject matter, dark room development, and the processing of chemical film and computer aided image alteration for the digital camera. Other activities include the study of film making, viewing professional films, and the making of student films. Evaluation of products and processes are included. Many math, science, language arts, and social studies concepts are discussed

in this course. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Ceramics
Grades 10-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Art I, Crafts II or Teacher Recommendation
Elective

There is strong emphasis upon addressing aesthetics, creating and producing, critical analysis, and design as to form, function, and structure. The process of forming clay into objects of use is introduced and practiced. Other activities include the casting of clay pieces, use of the potter's wheel, making of ceramic sculpture, hand building, and the discussion of ceramics through history. Firing in the kiln, glazing, and display are modeled for the student by the instructor. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Sculpture
Grades: 10-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Art I

Conventional and experimental ways of working in sculpture are explored. Carving, modeling, constructing, and casting are experimented with to create sculptures. A sketch book will be maintained. Class trips are taken to expose students to sculpture in the environment. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Artistically Talented Visual Arts
Grades: 9-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Art Magnet -Teacher Rec and Portfolio Review / GPA 2.8 or Higher
Elective

This course can be taught individually 9th and 10th or 11th and 12th, separately or combined levels depending on the visual arts teacher's availability and capacity of students signing into the class. The more serious art student should be considered for this course. Students will learn, advanced drawing composition, shading, and the various coloring methods. Weekly sketching homework assignments are given, and sketchbooks are encouraged. Drawing, painting, sculpture, crafts, commercial art, computers and photography are among the subjects taught. Math and language arts are incorporated into lessons. College and career choices are explored through various art schools in the area. Portfolio requirements are begun and developed individually to prepare students. This course includes fieldtrips and rigorous art projects geared toward college and career ready portfolios. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Desktop Publishing Computer Aided Visual Arts
Grades: 10-12 (Elective)
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Art I and One Year Computers

This course concentrates on all phases of the creation of graphic arts on Power Macintosh Apple computers, Photoshop, Illustrator, Painter, word processing, and photo editing. Computer generated music composing is also taught in this course. Independent work is encouraged in animation, movie editing, and web design. Students will also learn elements of design, how to use type effectively, color theory, and layouts. They will be able to design and produce, logos, letterheads, resumes, a page for publication, and color correct photos. Among the various projects produced in this course, students will create brochures and create original art among numerous projects. Additionally, they will learn how the Macintosh computers operate, and how to create, organize and save files. Upon completing college ready portfolios, students will have an understanding of the graphic arts requirements and available careers. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Exploring Music
Grades: 9-12 (Elective)
Credit Hours: 5
Duration: Full Year
Prerequisite(s): None, For Vocal I Students

The Exploring Music 9-12 course is designed to help students develop an appreciation of music. A pre-requisite to this course is not required. Students enrolled will examine the Western world styles of great musical works and composers. Students will also explore the historical development, musical style, and societal influence in relationship with the humanities.

This music appreciation course is designed to develop listening and critical thinking skills with an emphasis on the introduction of the styles and literature of cultural influences. Many types of music will be explored throughout the entire school year. Students will be taught methods of making educated decisions on how to embrace a myriad of musical selections and perhaps acquire a love of the arts. Students are not required to perform in a formal concert performance. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Instrumental Music I
Grades: 9-12 (Elective)
Credit Hours: 5
Duration: Full Year
Prerequisite(s): None, Percussion Maximum 12; Winds Maximum 15

Students who elect to take this class must be a member or will consider membership of the marching and concert band.

Instrumental Music I is considered to be a beginner's class for students who desire to play a band instrument for the first time in high school. Although this is a beginner's level course,

students who have not played since 4th and 5th grade and have not played since then will need this experience. Students who take this course will learn instruments of the band such as flute, clarinet, saxophone, trumpet, trombone, tuba and percussion. One instrument must be chosen upon entering the 1st day of the course in September. Students will learn using a method book #1, and will learn key notations, key signatures, and proper techniques of playing and music theory appropriate to the NJ core curriculum content standards for visual and performing arts and other subjects. It is expected that students will perform in a large ensemble and join the concert and marching band. Students who will not join concert and marching band should not choose to take this course. All music subjects taught in this class should result in playing in a large or small group. The biggest test of an instrumentalist is his or hers ability to play with other musicians. Band instruments are not solo instruments without accompaniment. Commitment to playing in a large group must be made. Students who play band instruments in either I or II class must commit to play in the in the marching band, concert band and are eligible to join the jazz band upon the decision of the instructor. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Instrumental Music II - 1 Section Only
Grades: 10-12 (Elective)
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Instrumental Music I Audition, Approval by Instructor/Band Director

Students who elect to take this class must be a member or will consider membership of the marching and concert band. This course is a continuance of Instrumental Music I. A student entering Instrumental Music II should have either Instrumental Music I as a prerequisite or previous band instrument experience. Students will learn using a method book #2 and will learn notation, key signatures, and proper techniques of playing and music theory appropriate to the NJ core curriculum content standards for visual and performing arts and other subjects. It is expected that students will perform in a large ensemble and join the concert and marching band. Students who will not join concert and marching band should not choose to take this course. All music subjects taught in this class should result in playing in a large or small group. The biggest test of an instrumentalist is his or hers ability to play with other musicians. Band instruments are not solo instruments without accompaniment. Commitment to playing in a large group must be made. Students who play band instruments in either I or II class must commit to play in the in the marching band, concert band and are eligible to join the jazz band upon the decision of the instructor.

Players who complete Instrumental Music I will be eligible to sign into Instrumental Music II. Students will be assessed by performance participation and written exams at certain intervals during the school year. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Concert Band/Marching Band – 1 Section Only
Grades: 9-12 (Elective)
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Instrumental Music I or Previous Instrumental Music Experience.

This class is the culminating class of all students who study a band instrument prior to and during high school. Students who elect to take this class must be a member of the marching and concert bands. (This is the policy of the Irvington High School Music Department).

Students who enroll in this class must have previous experience playing a band instrument and they must commit themselves to playing in the marching band during football season and then the concert band after the last football game in November. During the spring, instrumentalists must participate in parades including the Memorial Day Parade. Though this course is primarily a performing organization, written tests, mid terms and final exams will be given in music theory and music history. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Chorus - 4 Sections (2 Exploring Music)
Grades: 9-12 (Elective)
Credit Hours: 5
Duration: Full Year
Prerequisite(s): None

This introductory music course offers instruction in the basic techniques of choral singing. Students will develop excellent unison singing skills and will gain some experience singing in parts. Students will develop their musical ear through listening exercises and will learn and develop some of the music reading skills required for choral singing. Students will discuss their aesthetic awareness of music, the historical periods of music along with contributing composers and artists, analyze band and orchestral instruments, and compare and contrast the above. Students will be required to take written exams of the content taught in this class as well as participate in live performances. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Piano Class/Music Theory (4 Sections)
Grades: 9-12 (Elective)
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Teacher Recommendation

This course is for students who desire to learn music theory through piano. Piano is the best way to play chords and to hear harmony. This class is very limited in size because of the availability of pianos and the small size of the teaching room. Students must make a sincere commitment to practice piano before electing to take this class. Assessment for this course will be based on piano performance as well as written exams on music theory and history. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Artistically Talented Music
Grades: 9-12 (Elective)
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Must be nominated by a Previous Teacher in Middle School or the High School Teacher

The course is an extension to the music program taught in the middle school beginning in 5th grade and ending in the 8th grade. Students in middle school sing, dance, and participate in theatrical and musical activities. A higher level of music theory and music history is included in this advanced course. Assessment for this course is performance based as well as written exams on music theory and history. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Dance
Grades: 9-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): None

This is a performance ensemble that will give students with experience in a variety of dance styles. Techniques in Modern, Jazz, Ballet, and Multi-Cultural dance will be covered. Other dance styles such as Tap, Hip-Hop, and Latin dance may be included. Students in Dance will be given experience in the process of creating original choreography. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Dance – Option II
Grades: 9-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Dance

This is an advanced performance ensemble that will give students with experience in a variety of dance styles. Techniques in Modern, Jazz, Ballet, and Multi-Cultural dance will be covered. Other dance styles such as Tap, Hip-Hop, and Latin dance may be included. Students in Dance will be given experience in the process of creating original choreography. Can be taken instead of Physical Education, Health Education will be covered in this course. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Yearbook
Grades: 11-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Creative Writing, Desktop Publishing, Digital Publishing, Art I

This is a writing and publishing class in which the Yearbook (English Language Arts) and Desktop Publishing is taught. Students work with text, graphics, photography, to create

published quality 2D and Digital documents. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

World Language

Spanish Courses

Spanish I
Grades: 9-12
Credit Hours: 5
Duration: Full Year

Spanish I introduce the students to the fundamentals of Spanish grammar via speaking, reading, listening, and writing tasks. Students learn to express themselves using the vocabulary of everyday situations in the present tense. Creativity is fostered when original dialogue tasks are given to students. By the conclusion of this course, students will be able to communicate and interact in a limited range of task-oriented and social situations. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Spanish II
Grades: 9-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Spanish I

Spanish II begins with a thorough review of Spanish I grammar. This cumulative knowledge is used to introduce new grammatical forms including the subjunctive tense. Students will have the opportunity to compare, contrast, and evaluate this important tense vis-à-vis English. Dialogues that students create from new vocabulary learned will foster creativity and stimulate critical thinking. By the conclusion of this course, students will be able to integrate the cumulative knowledge of Spanish I and apply it to the oral and grammatical cultural tasks learned in Spanish II. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Spanish II Honors
Grades: 10-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Spanish I

Spanish II Honors is an intensive language course for highly motivated students. Students who satisfactorily complete Spanish II-Honors and pass the final cumulative year-end proficiency/content exam will be permitted to enroll directly into Spanish III Honors. Spanish II Honor course follows the same curriculum structure of Spanish II, but the course is conducted entirely in Spanish, with emphasis on communicative skills and culture. Additional courses requirements will include review/readings of articles and novels in Spanish, as well as, research-based projects.

Spanish III
Grades: 11-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Spanish II

In Spanish III, the students will be offered a rapid survey of cumulative Spanish grammar from Levels I and II with expanded tasks on the subjunctive tense. Competency in reading comprehension will be attained via simplified works of major Spanish writers. These works will be the basis for critical and evaluative discussions in class. Critical thinking and problem solving skills as well as reasoning skills will be acquired from supplemental sources; i.e. Spanish newspapers, magazines, and film. By the conclusion of this course, students will be able to analyze interrelationships between Spanish language and culture. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

Spanish III Honors
Grades: 11-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Spanish II Honors

Spanish III Honors is an intensive language course for highly motivated students. Students who satisfactorily complete Spanish III-Honors and pass the final cumulative year end proficiency/content exam will be permitted to enroll directly into Spanish V Honors. Spanish III Honors course follows the same curriculum structure of Spanish III, but the course is conducted entirely in Spanish, with emphasis on communicative skills and culture. Additional courses requirements will include review/readings of articles and novels in Spanish, as well as, research-based projects.

Spanish IV Honors
Grade: 12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Spanish III or Spanish II / III Honors

This course fine-tunes the students' reading, writing, and oral competency. Students will read an advanced variety of Spanish history, culture and nineteenth (19th) and twentieth (20th) century literature. Independent study is required to advance creativity, critical thinking, and analytical skills. Comparisons and evaluations are made vis-à-vis our own culture. By the conclusion of this course, students will be able to analyze inter-relationships between the language and the culture of Spanish people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

French Courses

French I
Grades: 9-12
Credit Hours: 5
Duration: Full Year

French I introduce the students to the fundamentals of French grammar with emphasis on communication skills. This course gives the students a practical and workable vocabulary that enables them to communicate and interact in a limited range of task oriented and social situations. To a limited degree, students will be able to analyze certain social situations and reach conclusions about those situations. By the conclusion of this course, students will be able to evaluate vocabulary, phrases, syntax (vis-à-vis English), and speak French to a limited and focused degree. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

French II
Grades 10-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): French I

This course includes a thorough review of French I with particular attention to regular and irregular verbs. New material is introduced that emphasizes the identification of common and distinct features, such as grammatical structures among languages. Students will practice grammatical constructions via free conversation on a variety of real life topics. Written summaries of cultural topics will allow for critical thinking skills and will stimulate usage of new vocabulary and grammar. By the conclusion of this course, students will be able to integrate the cumulative knowledge from French I and apply it to the oral, grammatical, and cultural tasks learned in French II. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

French II Honors
Grades 10-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): French I

French II Honors is an intensive language course for highly motivated students. Students who satisfactorily complete French II-Honors and pass the final cumulative year-end proficiency/content exam will be permitted to enroll directly into French III Honors. French II Honors course follows the same curriculum structure of French II, but the course is conducted entirely in French, with emphasis on communicative skills and culture. Additional courses requirements will include review/reading of articles and novels in French, as well as, research-based projects.

French III
Grades: 11-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): French II

French III solidifies and increases the students' competencies in spoken and written French. It is in this level that students read, write, and comprehend French culture in depth, enabling them to compare it to other cultures, and come to analytical conclusions regarding their own behavioral patterns vis-à-vis French patterns of behavior. Vocabulary enrichment tasks foster creativity regarding the wide range of topics students may utilize in their writing. By the conclusion of this course, students will be able to integrate their knowledge so that they can read, write, and speak on a very advanced level. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

French III Honors
Grades: 11-12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): French II Honors

French III Honors is an intensive language course for highly motivated students. Students who satisfactorily complete French III Honors and pass the final cumulative year-end proficiency/content exam will be permitted to enroll directly into French III Honors. French III Honors course follows the same curriculum structure of French III, but the course is conducted entirely in French, with emphasis on communicative skills and culture. Additional courses requirements will include review/reading of articles and novels in French, as well as, research-based projects.

French IV
Grades: 12
Credit Hours: 5
Duration: Full Year
Prerequisite(s): French III or French II / III Honors

A review of grammatical structure and finer points of French grammar are covered at the beginning of the year. Students will augment their competency level in culture and literature, studying works from Ronsard Camus. They will be able to critique, analyze, and evaluate them through discussion and writing. By the conclusion of this course, students will be able to analyze interrelationships between the language and culture of the French people, as evidenced in their literacy works and communications as well as in their political, economical and religious structures. Instructional strategies may be modified based on the students' Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6

On-Line World Language Program

Grades: 9-10
Credit Hours: 5
Duration: Full Year
Prerequisite(s): Earned B or better in previous course. Limited space is available.
Current Language Offered - Levels I to III: Spanish, French, Italian, Arabic, Chinese

Using the Rosetta Stone Language Program, we provide students the opportunity to learn a language based on student learner's pace, learning style and schedule. The program is designed to get learners speaking in the target language quickly and effectively. Using the immersion method, learners think in a new language by connecting words with vivid imagery in realistic contexts that convey meaning. With powerful immersion techniques and a carefully sequenced structure of language and images, repetition, and speech-recognition technology, it builds the foundation for language learning successfully. Rosetta Stone Program provided the structure to deliver individualized instruction required to address each language potential.

Student Athlete Study Table and Character Development Program

The Athletic Department Tutoring Class is a component of the Board of Education approved Athletes Eligibility Policy. Applicants for high school athletic teams must meet specific academic criteria in order to be certified as "athletically eligible". One of those criteria is a 2.0 GPA calculated on a semester basis. A student, applying for athletic eligibility that has less than a 2.0 GPA may enter the Probationary Program. Under this program a student is granted probationary status for one semester. This student may compete on a high school athletic team while under probation. However, their academic progress is monitored and the student must attend the Athletic Tutoring Class on a mandatory basis. The design of the class is to give the student the opportunity to prepare for his/her school day by coming to school early and, under the supervision of academic teachers, complete assignments and/or study for the day's academic courses. After one semester, the student must attain and maintain a 2.0 GPA in order to continue in athletics. Instructional strategies may be modified based on the students Individual Education Plan (IEP) as per N.J.A.C.6A: 14-4.6.

Career Resource Center

Irvington High School offers a Career Resource Center located in the west wing to provide students with the ability to research college and career opportunities, submit college and financial aid applications, and prepare scholarship and college essays. The center is equipped with computers and research materials and is staffed by a guidance counselor each period.

Career Transition Skills I
Grades: 9-10
Duration: Full Year
Prerequisite: Recommendation
Credit Hours: 5

An essential component of the Transitions curriculum is self-awareness and self-advocacy skills relevant to post-secondary goals. Students are provided with the necessary combination of academic experiences in school (instruction/research/self-assessment and life skills) and in exploring opportunities in the community related to post-secondary placement. The course is designed to help students develop:

- The necessary skills of self-advocacy
- Knowledge of laws related to post-high school assistance
- Use of technology for research as well as for educational process organization
- Test-taking/study skills useful for the HSPA, SAT/ACT as well as post-secondary testing
- Exploring components of their IEP

Students enrolled in the Transition course complete extensive interests and ability inventories, matching the outcomes to possible career choices to pursue. Their career options are researched in depth and the student presents his/her particular career matches to the class. Once possible career choices are determined, students are encouraged to job shadow one day per career.

Students develop a personal portfolio of career matches and materials for later use in their pursuit of a post-secondary educational setting. Materials to assist the student in achieving success in a post-secondary educational setting are also included in this portfolio.

Career Transition Skills II
Grade: 11 &12
Duration: Full Year
Prerequisite: Recommendation
Credit Hours: 5

An essential component of the Transitions curriculum is self-awareness and self-advocacy skills relevant to post-secondary goals. Students are provided with the necessary combination of academic experiences in school (instruction/research/self-assessment and life skills) and in exploring opportunities in the community (Job Shadowing, Structured Learning Experience and Community Based Instruction) related to post-secondary placement. The course is designed to help students develop:

- The necessary skills of self-advocacy.
- Knowledge of laws related to post-high school assistance.
- Use of technology for research as well as for educational process organization.
- Test-taking/study skills useful for the HSPA, SAT/ACT as well as post-secondary testing.
- Exploring components of their IEP.

Students enrolled in the Transition course complete extensive interests and ability inventories and match the outcome of these to possible career choices to pursue. Their career options are researched in depth and the student presents his/her particular career matches to the class. Once possible career choices are determined, students are encouraged to job shadow one day per career.

Job Shadowing, Structured Learning Experiences and Community Based Instruction helps students identify possible areas of interest and possible areas to pursue in a post-secondary educational setting. Students develop a personal portfolio of career matches and materials for later use in their pursuit of a post-secondary educational setting. Materials to assist the student in achieving success in a post-secondary educational setting are also included in this portfolio.

Suggested Order of Instructional Sequence:

1. Portfolio development
2. Self-awareness
3. Self-advocacy
4. Relevant laws and regulations
5. Assistive technology
6. Planning/preparation for Post-Secondary Educational Placement