

**BOARD**

#1B

RESOLUTION NO. 25465

**RESOLUTION REGARDING SCHOOL DISTRICT REPORT OF INCIDENTS  
OF HARASSMENT/INTIMIDATION/BULLYING**

**WHEREAS**, the Fort Lee Board of Education has received the Acting Superintendent's report of incident(s) of Harassment/Intimidation/Bullying ("HIB") within the District; and

**WHEREAS**, the Board has had the opportunity to review the Acting Superintendent's recommendations with respect to the incident(s) of HIB.

**NOW, THEREFORE BE IT RESOLVED**, that the Board accepts the Acting Superintendent's recommendations.

**BE IT FURTHER RESOLVED**, that pursuant to N.J.S.A. 18A:37-15(d), the Acting Superintendent of Schools shall inform the applicable parents/guardians of the students involved in these incidents with the following information within five school (5) days of this Board meeting:

1. The nature of the investigation;
2. Whether the District found evidence of HIB;
3. Whether discipline was imposed;
4. Whether services were provided to address the incident of HIB.

DATED: March 28, 2013

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Motion by: Mr. Carmelo Luppino

Seconded by: Mr. David Sarnoff

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MR. CARMELO LUPPINO	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH			X	
MR. JOSEPH SURACE			X	
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**BUILDINGS & GROUNDS COMMITTEE**

#1B&G

RESOLUTION NO. 25466

**AWARD OF BID FOR SCHOOL NO. 4 HVAC AND  
HIGH SCHOOL SCIENCE LABS**

**BE IT RESOLVED**, that upon the recommendation of the Acting Superintendent of Schools, the Fort Lee Board of Education award bids as per the following:

SCHOOL	VENDOR	TOTAL
School No. 4 - HVAC	Envirocon, LLC	\$612,517
High School Science Labs	APEX Enterprises of Union, Inc.	\$878,000
TOTAL		

DATED: March 28, 2013

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Motion by: Mr. Carmelo Luppino

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MR. CARMELO LUPPINO	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH			X	
MR. JOSEPH SURACE			X	
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**REJECTION OF WINDOW BID FOR FORT LEE HIGH SCHOOL**

**BE IT RESOLVED**, that upon the recommendation of the Acting Superintendent of Schools, the Fort Lee Board of Education rejects the Fort Lee High School window bid due to budgetary constraints.

**BE IT FURTHER RESOLVED**, Fort Lee Board of Education authorizes the Business Administrator to rebid the High School window bid.

DATED: March 28, 2013

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Motion by: Mr. Carmelo Luppino

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MR. CARMELO LUPPINO	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH			X	
MR. JOSEPH SURACE			X	
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**APPROVAL OF FINAL CHANGE ORDERS FOR SCHOOL NO. 1  
AND LEWIS F. COLE MIDDLE SCHOOL**

**BE IT RESOLVED**, that upon the recommendation of the Acting Superintendent of Schools, the Fort Lee Board of Education approves the following final change orders:

<b><u>VENDOR</u></b>	<b><u>DESCRIPTION</u></b>	<b><u>AMOUNT</u></b>
Framan Mechanical, Inc.	School #1 - HVAC	(\$21,790.90)
	Lewis F. Cole Middle School HVAC	(\$6,686.43)

DATED: March 28, 2013

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Motion by: Mr. Carmelo Luppino

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

<b>ROLL CALL</b>	<b>AYES</b>	<b>NAYS</b>	<b>ABSENT</b>	<b>ABSTAINED</b>
MRS. ESTHER HAN SILVER	X			
MR. CARMELO LUPPINO	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH			X	
MR. JOSEPH SURACE			X	
MS. HELEN YOON			X	
MR. YUSANG PARK	X			



**AWARD CONSTRUCTION MANAGER CONTRACT  
TO LEGACY CONSTRUCTION MANAGEMENT INC.**

**BE IT RESOLVED**, that upon the recommendation of the Acting Superintendent of schools, the Fort Lee Board of Education awards a Professional Service Contract to **Legacy Construction Management, Inc. for Construction Manager Services** as per the attached.

DATED: March 28, 2013  
Attachment

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Motion by: Mr. Carmelo Luppino

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MR. CARMELO LUPPINO	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH			X	
MR. JOSEPH SURACE			X	
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

## SECTION 7: Fee Proposal

### Fee Proposal

Based upon the information provided in the Request for Proposal, Legacy Construction Management, Inc. presents the following cost proposal:

#### PROPOSED FEE:

##### Construction Phase

Package 1	Window Replacement, School 1	Summer 2013	\$ 6,175
Package 2	Window Replacement, School 3	Summer 2013	\$ 6,175
Package 3	Window Replacement, High School	Summer 2013	\$ 6,175
Package 4	HVAC Upgrades at School 4	Summers 2013 & 2014	\$ 6,175
Package 5	Roof Replacement, School 4	Summer 2013	\$ 6,175
Package 6	Addition & Lewis F. Coles Middle School	Summer 2013 thru Summer 2014	\$ 114,750
Package 7	Science Lab Renovation, Lewis F. Cole	Summer 2013 thru Summer 2014	\$ 114,750
Package 8	Science Lab Renovations at High School	Summers 2013 & 2014	\$ 6,175

**Construction Phase..... \$ 266,550**

##### Post Construction Phase

Package 1	Window Replacement, School 1	Summer 2013	\$ 2,480
Package 2	Window Replacement, School 3	Summer 2013	\$ 2,480
Package 3	Window Replacement, High School	Summer 2013	\$ 2,480
Package 4	HVAC Upgrades at School 4	Summers 2013 & 2014	\$ 2,480
Package 5	Roof Replacement, School 4	Summer 2013	\$ 2,480
Package 6	Addition & Lewis F. Coles Middle School	Summer 2013 thru Summer 2014	\$ 7,450
Package 7	Science Lab Renovation, Lewis F. Cole	Summer 2013 thru Summer 2014	\$ 7,450
Package 8	Science Lab Renovations at High School	Summers 2013 & 2014	\$ 2,480

**Post Construction Phase..... \$ 29,780**

#### HOURLY RATES:

Principal & Project Executive.....	\$125.00
On-Site Project Manager .....	\$ 85.00
Clerical.....	\$ 35.00

#### ON-SITE OFFICE FACILITY:

The on-site construction trailer and temporary facilities, including utilities, telephone, fax and computer services, office equipment, for use by Legacy will be written into the contract documents and provided by the General Contractor or provided by Owner OR the Owner will provide space to be used as an office in one of the schools.

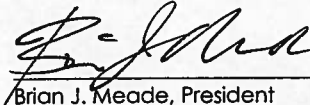
#### DIRECT REIMBURSABLE EXPENSE:

There are no direct reimbursable expense fees. All mileage, postage, copying, etc. are included in the Proposed Fee.

#### ADDITIONAL SERVICES:

Any additional services requested of the Long Beach Island Board of Education will be billed on an hourly basis and submitted for payment on a monthly basis.

#### PRESENTED BY:


2/15/2017  
 Brian J. Meade, President Date  
 Legacy Construction Management, Inc.

**AUTHORIZATION FOR SSP ARCHITECTURAL GROUP TO DRAW AND SUBMIT PLANS TO STATE FOR SCHOOL #3 ROOF REPAIR**

**BE IT RESOLVED**, that upon the recommendation of the Acting Superintendent of Schools, the Fort Lee Board of Education **authorizes SSP Architectural Group** to draw and submit plans to the State of New Jersey for School #3 roof repair per the attached fee schedule.

DATED: March 28, 2013  
Attachment

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Motion by: Mr. Carmelo Luppino

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MR. CARMELO LUPPINO	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH			X	
MR. JOSEPH SURACE			X	
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

# Fort Lee School District Fee Structure 2013

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## ARCHITECTURAL FEES:

The range of architectural fees presented herewith will be reviewed on a project by project basis. The complexity associated with individual project scopes will impact fees, which will be assessed within the below fee ranges accordingly.

<u>Type of Project</u>	<u>Fee Range</u>
Telephone Consultation   Initial Project Discussion	No Charge
Long Range Facilities Plan Updates	No Charge
Feasibility Studies   Grant Applications	Hourly
Solar   Energy Conservation Measures	Mutually Agreed Upon Fixed Fee
New Facility Design	5.5% - 6.75%
Alteration work less than \$250,000	9.0% - 9.5%
Alteration work \$250,001 to \$500,000	8.0% - 9.0%
Alteration work over \$500,001	7.5% - 9.5%
Paving contracts over \$250,000	5.0% - 6.0%
Roofing projects over \$250,000	7.0% - 8.0%
Door replacement projects over \$250,000	7.0% - 8.0%
Window replacement projects over \$250,000	6.0% - 7.0%

## REIMBURSABLE EXPENSE POLICY:

Reimbursable expenses are in addition to our fees for Basic Services and shall include any and all fees paid for securing reviews, inspections and/or approval of projects by authorities having jurisdiction over the project. Reimbursable expenses shall also include copy work, prints, photographic or digital copies, printing, reproductions, plots, standard form master documents, bid documents, postage, handling and delivery services related to the distribution of design and bidding documents. Reimbursable expenses are subject to a mark-up rate of 5%.

Any other expenses not specifically listed but intended to be handled as a reimbursable charge shall be submitted to and authorized by the District in advance of incurring the charge.

## ADDITIONAL SERVICES:

In cases where a project has been defined and a scope and fee developed in accordance with the above fee structure, additions to that scope will be handled as an Additional Service to the project.

Fees for Additional Services will be negotiated based upon the type of additional service being provided, scope of work and complexity of task.

# SSP Architectural Group Hourly Rates 2013

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Effective: January 1, 2013 through December 31, 2013

Chief Executive Officer	\$165.00
Principal	\$140.00
Project Manager	\$125.00
Architect	\$115.00
Project Coordinator	\$90.00
Designer	\$70.00
Drafter	\$75.00
Construction Administrator	\$125.00
Certified Interior Designer	\$125.00
Communications Coordinator	\$125.00
Administrative Support	\$55.00

**CURRICULUM & INSTRUCTION COMMITTEE**

#1CUR

RESOLUTION NO. 25471

**APPROVAL OF CLASS TRIPS AT NO COST TO THE DISTRICT**

**BE IT RESOLVED**, that upon the recommendation of the Acting Superintendent of Schools, the Board of Education approves the **class trips** listed on the attached summary.

DATED: March 28, 2013  
Attachment

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Motion by: Mrs. Candace Romba

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MR. CARMELO LUPPINO	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH			X	
MR. JOSEPH SURACE			X	
MS. HELEN YOON			X	
MR. YUSANG PARK	X			



**CLASSTrips  
BOARD AGENDA OF 3/28/13**

Teacher Name	District Location	Grade/Dept	Destination	City/State	Trip Date	Number of Pupils	Cost to District	Total Cost To Pupil	Notes
Borkowski, S., Piliari, A., Soria, M., Osso, E.	S#1	5th Grade	Bronx Zoo	Bronx, NY	5/22/2013	75	\$21.00	N/A	
	S#1,2,3,4	5th - 6th Grade	Buehler Space Center	Paramus, NJ	5/28/2013	32	N/A	\$26.57	
Anderson, A., Brown, K., Giannantonio, C., Sanders, N., Sargenti, C.	S#4		Pippin - Music Box Theatre	Port Murray, NJ	5/31/2013 (date revision) 4/9/2013	72	N/A	\$19.00	
Weissman, K.	FLECC	Pre-K	Children's Museum	Paramus, NJ	(date revision)	34	N/A	\$11.00	
Tuozzolo, C., Callanan, A., Schwartz, R.	S#4	1st Grade	Flat Rock Brook	Englewood, NJ	6/12/2013	72	N/A	\$6.00	
Fromkin, L., LaRusso, J., Frim, J.	S#4	2nd Grade	Flat Rock Brook	Englewood, NJ	6/11/2013	63	N/A	\$6.00	
Cordero, K.	S#4	5th Grade	Fort Lee Historic Park	Fort Lee, NJ	4/19/2013	25	N/A	\$12.73	
Penas, A.	S#4	5th Grade	Fort Lee Historic Park	Fort Lee, NJ	4/26/2013	25	N/A	\$12.73	
Stennett, B.	S#4	5th Grade	Fort Lee Historic Park	Fort Lee, NJ	4/12/2013	25	N/A	\$12.73	
Picone, J., Stephenson, M.	HS/MS	7th - 12th Grade	L.F.C.M.S.	Fort Lee, NJ	5/21/2013	45	N/A	N/A	
Megaritis, A.	HS	9th - 12th Grade	Metropolitan Museum of Art	New York, NY	4/25/2013	20	N/A	N/A	paid by Greek Club GO Acct.
Farrell, L., Stretz, N., Osso, E., Despotakis, E.	HS	11th Grade	NASDAQ NY Public Library	New York, NY	4/23/2013	40	N/A	N/A	paid by AOF GO Acct.
	S#1 & 3	3rd - 4th Grade	NJ Law Center	New Brunswick, NJ	5/30/2013	33	N/A	\$8.95	
Etra, J.	HS	9th - 12th Grade	Pippin - Music Box Theatre	New York, NY	5/29/2013	20	N/A	\$40.00	Balance paid by Thesplan Society
Stephenson, M., Lockhart, M.	MS	7th - 8th Grade	Schools No. 1, 2, 3, 4	Fort Lee, NJ	4/9 & 10/2013	19	N/A	N/A	
Anderson, A., Brown, K., Giannantonio, C., Sargenti, C.	S#4	6th Grade	Spirit Cruise	Lincoln Harbor, NJ	6/5/2013	69	N/A	\$28.85	balance paid by PTA
Callanan, A., Tuozzolo, C., Schwartz, R., Frim, J., Fromkin, L., LaRusso, J.	S#4	1st & 2nd Grade	Turtle Back Zoo	West Orange, NJ	5/29/2013	135	N/A	\$10.56	Transp. Funded by PTA
Farrell, L., Stretz, N., McCarthy, B.	HS	9th - 10th Grade	United Nations/Bloomberg Co.	New York, NY	4/17/2013	35	N/A	\$15.00	Balance paid by AOF GO Acct
Banta, A., Conway, M., Liquori, A., Ranieri, R., Anderson, A., Brown, K., Giannantonio, C., Sargenti, C.	S#4	K & 6th Grade	Van Saun Park	Paramus, NJ	5/28/2013	157	N/A	\$6.92	
Picone, J., Weite, H.	HS	9th - 12th Grade	Washington, D.C., Virginia, Baltimore	Washington, D.C., Virginia, Baltimore, MD	6/7-9/2013	50+	N/A	\$369.00	fundraising will help defray costs
Simchick, B., Rizzo, M., Smith, R.	S#4	3rd Grade	World of Wings	Teaneck, NJ	5/1/2013	86	\$10.00	N/A	
TOTAL							\$0.00		



**HIGH SCHOOL PROGRAM OF STUDIES FOR 2013-2014**

**BE IT RESOLVED**, that upon the recommendation of the Acting Superintendent of Schools, the Fort Lee Board of Education approves the attached 2013-2014 **Program of Studies** for Fort Lee High School.

DATED: March 28, 2013  
Attachment

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Motion by: Mrs. Candace Romba

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MR. CARMELO LUPPINO	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH			X	
MR. JOSEPH SURACE			X	
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

2 0 1 3 - 2 0 1 4

# PROGRAM *of* Studies



## FORT LEE HIGH SCHOOL

Fort Lee, New Jersey



3000 Lemoine Avenue · Fort Lee, NJ 07024 · 201.585.4675 · [www.FLBOE.com](http://www.FLBOE.com)

2CUR



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# **FORT LEE PUBLIC SCHOOLS**

## **BOARD OF EDUCATION BOROUGH OF FORT LEE**

### **BOARD MEMBERS**

Mr. Yusang Park, President  
Mr. Joseph J. Surace, Vice President  
Mr. Carmelo Luppino, Jr.  
Ms. Holly Morell  
Ms. Candace Romba  
Mr. David B. Sarnoff  
Ms. Esther Han Silver  
Mr. Peter J. Suh  
Ms. Helen Yoon

### **Acting Superintendent of Schools**

Dr. Sharon Amato

### **Business Administrator/Board Secretary**

Ms. Cheryl Balletto

### **Assistant Business Administrator**

Mrs. Ana M. Flores

### **Director of Special Services**

Ms. Ann Marie Bruder

## **FORT LEE HIGH SCHOOL ADMINISTRATION AND SUPERVISORS OF INSTRUCTION**

Mrs. M. Priscilla Church, Principal

Mr. John Coviello, Assistant Principal

Mr. Patrick Ambrosio, Assistant Principal

Mr. Michael Raftery, Director of Athletics and Supervisor of  
Health & Physical Education

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**The Fort Lee Public Schools provide a level of course rigor and student achievement leading to successful 21<sup>st</sup> century education and career choices for our pupils.**

**The Fort Lee Public Schools provide bias-free, barrier-free access for all students to facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.**

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## LETTER FROM THE PRINCIPAL

A wise man who once said, “The whole purpose of education is to turn mirrors into windows” was speaking of the wonderful opportunity presented to students during their school experience. High School course selection provides opportunities for individuals to formulate thinking that will enable them to connect learning to interests, decision-making, citizenship responsibility, cultural enrichment, and a deep understanding of our complex global society.

Fort Lee High School offers a comprehensive course of study to help our students become self-actualized as learners in an adult world. Our courses provide the rigor needed to help them make decisions about the direction of their future. In doing so, the course schedule that they will be developing will prepare them by broadening their prospective and maximizing the goals of this level of education.

This Program of Studies guide is a valuable tool in helping you and your child to make informed decisions about the program of studies they will follow in the upcoming school year. It contains a brief description of the courses available and guidelines for program selection.

Please take the time to read this manual, so you can help your child make these decisions as they select their courses for next year. Our guidance staff will be happy to answer any questions that you may have about the program planning process. A meeting will be scheduled between your child and the counselor so they can discuss the ideas and possibilities that are available and assist them in formalizing their schedule for next year. We value the individuality of each child and are ready to help them select a program that will move them towards the opportunities that are ahead for them.

It is important for you to encourage your child to think carefully about this process by reflecting on their talents and specific interests with an understanding that these are the decisions that will begin to shape their future.

These are exciting years, and we are readily available to assist you as you make the decisions that will move you through this process.

With Fort Lee Pride,

***M. Priscilla Church***  
Principal



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## GUIDELINES FOR PROGRAM SELECTION

This Program of Study describes Fort Lee High School's course offerings and the levels available within each academic discipline. We are proud to present to you a diverse Program of Studies that will support the academic, personal/social and post-secondary goals of every student.

Students and parents are asked to review this Program of Studies prior to completing the course selection process. The student's guidance counselor will assist students and parents to select courses that reflect each student's individual interests, aptitudes, and goals. This will lead to the successful completion of graduation and post-secondary program requirements.

Each year, teachers will submit recommendations for level placement for the upcoming school year. Students are encouraged to pursue a program of study that is challenging and stimulating. Students are advised to discuss with their guidance counselors a desire to pursue an accelerated, Honors, Advanced Placement, International Baccalaureate or Academic Program of Study.

Students and parents are reminded that the course selection process may require some difficult decisions; students may have to select a course or program based on its availability, or students may not be able to enroll in a course that is removed from the master schedule due to low enrollment, limited staff availability or budgetary restrictions. Parents and students are advised that scheduling conflicts will exist each year, especially for students that enroll in specialized programs including Honors, Advanced Placement, International Baccalaureate or the Academies of Performing Arts and Finance. It is with this caveat in mind that parents and students are encouraged to work closely with the guidance department throughout the course and program selection process. Students that request a program change for any reason must adhere to Fort Lee High School's Procedures for Program Changes as outlined in this publication. Requests to change a student's schedule, program, or course level may be denied, or may result in the loss of course credit and a grade of WD or WF if the request is not submitted by the student in accordance with the procedures outlined in Fort Lee High School's Procedures for Program Changes.

Students and parents are also reminded that all students must register for at least 30 credits per year and must be registered in Health/Physical Education for each year enrolled in school. Students may not register for more than 35 credits per year unless the student is a member of the Academies, the IB Program or requires credit recovery. Regardless of the program type, students are reminded to maintain satisfactory attendance in all courses and to put forth their best effort at all times. Teachers, counselors, and administrators are always willing to provide assistance to those students in need. Students are encouraged to seek the assistance of a teacher, counselor, or an administrator when confronted with a difficult decision or situation.

**PLEASE BE ADVISED THAT THE ADMINISTRATION RESERVES THE RIGHT TO CANCEL ANY COURSE OFFERING WHEN LIMITED STAFF AVAILABILITY, BUDGETARY RESTRICTIONS, AND INSUFFICIENT ENROLLMENT WARRANTS.**

Fort Lee High School		Lewis F. Cole Middle School	
Mrs. Diana Acosta	201-585-4685	Mrs. Tara Lawlor	201-585-4669
Ms. Debra Brigida	201-585-4683	Ms. Margaret Brennan	201-585-4667
Ms. Laura Caddell	201-585-4684		
Ms. Kristin Kim	201-585-4682		
Ms. Andria Magliozzi	201-585-4686		

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# GRADUATION REQUIREMENTS

Diplomas will be granted only to pupils who have completed the requirements for graduation established in the curriculum approved by the Fort Lee Board of Education. There shall be no endorsements or indications on diplomas of programs of study. Each pupil must earn a minimum of one hundred twenty credits. These credits must include:

	<u>CREDITS</u>
<b>ENGLISH</b> (Only core English courses may be used to complete the requirement)	20
<b>MATH</b> (Including Algebra I and Geometry or the content equivalent) (Beginning with the class of 2014)	15
<b>SOCIAL STUDIES</b> (World History and two years of US History)	15
<b>SCIENCE</b> (Three years including two years of lab sciences)	15
<b>PHYSICAL EDUCATION/HEALTH</b> (One year of physical education/health for each year of enrollment) *Students that participate in a six-credit science course will earn four Physical Education/Health credits in order to accommodate the laboratory period.	20
<b>CAREER EDUCATION and CONSUMER, FAMILY &amp; LIFE SKILLS OR VOCATIONAL-TECHNICAL EDUCATION (Practical Arts)</b>	5
<b>WORLD LANGUAGE</b> (2 or more years recommended, 1 year required)	5
<b>VISUAL AND PERFORMING ARTS</b>	5
<b>FINANCIAL LITERACY</b> (1 semester) (Economic, Business, Entrepreneurial Literacy -beginning with class 2014)	2.5
<b>CREATIVE WRITING</b> (1 semester)	2.5
<b>SCHOOL &amp; COMMUNITY SERVICE</b> (1 semester/50 hours)	2.5
<b>ELECTIVES</b> (A minimum of 12.5 credits in any Elective course)	12.5
<b>TOTAL CREDITS REQUIRED FOR GRADUATION</b>	<b>120</b>

**Please note: COMPUTER APPLICATIONS is now a Practical Arts Elective**  
Career Exploration and/or Development will be fulfilled by structured group or individual guidance counseling and/or course activities through infusion.

No credit (full or partial) will be given for a course unless a passing grade of 60 or better is achieved.



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# PROCEDURES FOR PROGRAM CHANGES

## SCHEDULE CHANGE, COURSE LEVEL CHANGE, AND COURSE WITHDRAWAL

Each spring, Fort Lee High School's educational team convenes to develop a master schedule that is shaped by the individual interests, and needs and desires of each student. A pivotal part of this process is the student-counselor course selection conference. It is during this conference that counselors guide students through the course selection process, keeping in mind the course requirements for graduation and the student's post-secondary goals. Fort Lee High School's educational team strives to develop balanced, diverse, and challenging programs of study that provide each student with the opportunity to pursue their post-secondary goals.

With this in mind, it is necessary to have procedures in place that guide the schedule modification process. The following procedures are in place to provide students with the opportunity to modify their schedule within a period of time that will maintain the integrity of their academic record.

### **Schedule Change**

Counselors will be available prior to the first day of school and during the first 10 days of school to process schedule change requests. All schedule change requests must be accompanied by a Schedule Change Request form that is completed and signed by the student and parent/guardian. The Schedule Change Request form must be submitted to the student's counselor prior to the deadline.

Schedule changes will be permitted only if one or more of the following criteria are met:

- Student is scheduled in the wrong course;
- Student is missing a required subject/course;
- Student went to summer school (and passed) for a scheduled course;
- Student already took a scheduled course;
- Student was notified in writing by a college that a specific course is necessary for admission (must produce college letter);

The following schedule change requests will not be permitted

- Teacher preference;
- Lunch preference;
- Period 1 or 2 schedule preference;
- An interest in joining friends in a particular class;
- Or any combination of the above.

Schedule Change requests will not be accepted after the first 10 days of school.

### **Course Level Change**

A student may request to change course levels (drop a level) within the same course, e.g., AP/Honors to College Preparatory Level or College Preparatory Level to Essentials Level within 10 days of the posting of the First Marking Period Interim Report. The request must be accompanied by a Course Level Change request form that is completed and signed by the student, parent/guardian, both teachers, department supervisor, and guidance counselor. A Course Level Change request form for a Semester Course must be submitted within the first 15 days of the Semester. All Course Level Change requests are subject to administrative approval and course availability. Course Level Change requests may not be approved if the request requires multiple course changes in the student's schedule. Course Level Change requests will not be accepted after the aforementioned Full Year and Semester deadlines.

### **Course Withdrawal**

A student may request to withdraw from a course. The request must be accompanied by a Course Withdrawal request form that is completed and signed by the student, parent/guardian, the teacher, department supervisor, and guidance counselor and after a parent/guardian conference with the counselor (telephone conferences are acceptable). Withdrawal from a course will result in the loss of credit for the

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course. The course may not be replaced by a credit bearing course. A Course Withdrawal may not be accompanied by a request to conduct a schedule change. The student's schedule will remain intact and the withdrawn course will be replaced by a non-credit bearing assignment. Requests to conduct a Course Withdrawal are subject to the availability of a non-credit bearing assignment the same period as the withdrawn course. In the event that a non-credit bearing assignment is not available during the same period of the withdrawn course, then the student may be required to stay in the course.

**Withdrawal from a Full Year Course**

A student may request to withdraw from a Full Year course within ten days after the posting of First Marking Period Report Card. Withdrawal from a Full Year course within ten days after the posting of the First Marking Period Report Card will result in no record of the course on the student's transcript. Withdrawal from a Full Year Course after the deadline and prior to the posting of the Second Marking Period Interim Report will be recorded as a WD on the student's transcript. Withdrawal from a Full Year Course after the posting of the Second Marking Period Interim Report will be recorded as a WF on the student's transcript.

**Withdrawal from a Semester Course**

A student may request to withdraw from a Semester course within ten days after the posting of First Marking Period Interim Report for a Semester I course or within ten days after the posting of the Third Marking Period Interim Report for a Semester II course. Withdrawal from a Semester course within five school days after the posting of the First or Third Marking Period Interim Report will result in no record of the course on the student's transcript. Withdrawal from a Semester Course between the fifth and 15th days after the posting of the First or Third Marking Period Interim Report will be recorded as a WD on the student's transcript. Withdrawal from a Semester Course any time after 15 days of the posting of the First or Third Marking Period Interim Report will be recorded as a WF on the student's transcript.

**Grading**

**Incomplete as a Grade**

A grade of Incomplete may not be carried for more than three weeks after the assignment.



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## PROGRAMS OF STUDY

The **COLLEGE PREPARATORY PROGRAM** is available to every student who has an interest in entering college and has the necessary aptitude for college preparatory work. Since the subjects required for entrance vary for different colleges, a student should decide as early as possible which college he or she desires to enter. (Grades 9-12)

The **INTERNATIONAL BACCALAUREATE (IB) PROGRAM** aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IB works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. The International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 18. It leads to a qualification that is widely recognized by the world's leading universities. (Grades 11 & 12)

The **BUSINESS PROGRAM** is geared to help students who are preparing to enter college as well as those seeking employment immediately after graduation. The goal of the Business Technology Department is to prepare students for post high school technical institutes and training schools, as well as to provide some experience designed to assist students in obtaining their first job. (Grades 9-12)

**VISUAL AND PERFORMING ARTS** offers a wide choice of electives to meet the special needs and plans of individual students interested in art, music, and theater. Students with these interests are urged to speak with their guidance counselors and fine arts teachers individually. (Grades 9-12)

The **ADVANCED PLACEMENT PROGRAM** is an opportunity for students to pursue college-level studies while still in secondary school and to receive advanced placement credit in college. (Grades 10-12)

The **HONORS PROGRAM** is an opportunity to pursue accelerated and challenging courses. (Grades 9-12)

The **ACADEMY OF PERFORMING ARTS PROGRAM** is an intensive training program that offers exciting opportunities for students. Students enter the APA because they enjoy the performing arts and want to develop concentration skills, collaboration skills, critical/creative thinking skills and problem solving skills. Other students decide to join the APA because they are interested in majoring in the performing arts in college, or, they are considering a career in the arts. The Academy of Performing Arts is a small learning community that offers students the opportunity to receive intensive instruction and support in acting, dance, or music in an authentic work environment to prepare students for life. The Academy of Performing Arts provides Master Classes with artists from the surrounding areas, field trips, and attendance at many performing events. APA student government and leadership opportunities offer all Academy of Performing Arts students a "voice" in decision-making. Students enter the academy with a declared major in music, dance, or acting and graduate with an Academy of Performing Arts Diploma or Certificate at the conclusion of the program. (Grades 9-12)

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**TEEN PEP** is a full-year senior health course (taken in place of 12th grade Physical Education/Family Life), which focuses on teen sexual health issues. Students are trained as peer educators and conduct outreach workshops for the school and the community addressing topics such as STDs, HIV/AIDS, pregnancy, homophobia, and dating violence. Students interested in taking this course must submit an application (early in the 3rd marking period) following a Teen PEP assembly presented to juniors. They will then participate in two interviews with the Teen PEP advisors. Students will be selected based on their applications, performance in the interviews, and faculty evaluations. (Grade 12)

The **ACADEMY OF FINANCE PROGRAM** is one of five academies founded under the National Academy Foundation umbrella. The Academy of Finance is a competitive program which instills 21<sup>st</sup> century skills for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students and will prepare students for post-secondary education and careers through academic learning and hands-on work experiences. Students hear local business professionals discuss careers in their classroom, will be assigned a mentor from the business community to serve as an information resource, and go on trips to the financial district to see major US markets at work including the New York Stock Exchange, New York Federal Reserve Bank, and the NASDAQ. The students will be exposed to broad career opportunities in the financial services industry through their academic learning. Each student must complete a six-to-eight week summer internship between junior and senior year. Upon completion of the Academy of Finance Program, the student will receive a National Academy Foundation Certificate at a special graduation ceremony. (Grades 9-12)

**PLEASE BE ADVISED THAT THE ADMINISTRATION RESERVES THE RIGHT TO CANCEL ANY COURSE OFFERING WHEN LIMITED STAFF AVAILABILITY, BUDGETARY RESTRICTIONS, AND INSUFFICIENT ENROLLMENT WARRANTS.**



# PREPARATION FOR COLLEGE ADMISSION

It is recommended that students who are planning to attend college complete a schedule of academic courses including the following:

English	4 years
Mathematics	3 years; 4 years for admission to math, science and engineering programs
World Language	2-4 years; a concentration in one language is recommended
Science	3 years; 4 years for admission to science and engineering programs
Social Studies	3-4 years
Electives	Chosen from any academic discipline

Students are advised to obtain the individual admission requirements of their school of interest.

## STANDARDIZED TESTING TIMELINE

SAT*	Spring of junior year and throughout senior year**
ACT*	Spring of junior year and throughout senior year**
SAT II Subject Tests*	June of the year that subject is completed**
Advanced Placement Examinations*	Spring of the year that subject is completed**
PSAT	Fall of sophomore year**
TOEFL Exam	ELL and International Students are encouraged to take the TOEFL

\*Check individual college/university admission requirements for standardized testing requirements

\*\*Accelerated students should consult their guidance counselor for an adjusted timeline

## SCHOOL CODES

Fort Lee High School College Board Code is **310395**

Test Center for SAT is **31-301**

Test Center for ACT is **196800**

## COLLEGE SCHOLARSHIPS

Applications for college scholarships should be submitted to the college at the time of submitting the application for admission or very soon thereafter. Most colleges require a student applying for a scholarship to file the Free Application for Federal Student Aid (FAFSA). These forms are available on the official website, [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Please note: The FAFSA cannot be filed until after January 1 of the student's senior year. Students should also check the Guidance Department bulletin boards and the Naviance Family Connection website for scholarship information.

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# HIGH SCHOOL PROFICIENCY REQUIREMENTS

## *Strategies for Success*

The New Jersey Department of Education has established that High School students must meet both state and district proficiency standards in the core curriculum content areas and pass the High School Proficiency Assessment (HSPA) in order to graduate. State regulations require a school district to identify those students who are performing below an established level of proficiency in language arts and mathematics. Students who are so identified by the local school's testing program or by the New Jersey Department of Education's High School Proficiency Assessment test will be required to enroll in courses designed to improve their skills and to reach the established levels of proficiency in the required subject area assessments.

Fort Lee High School's *Strategies for Success* program provides supplemental instruction in language arts and mathematics to students that receive a standardized test score below the established levels of proficiency. Although *Strategies for Success* courses are credit and grade bearing courses, these courses do not satisfy the graduation requirements for English and Mathematics. Students enrolled in *Strategies for Success* courses will receive elective credits upon successful completion of each course. Please be reminded that students must pass the High School Proficiency Assessment or the Alternative High School Assessment in order to receive a diploma.

### ***Strategies for Success, Language Arts***

The *Strategies for Success* Language Arts program will provide instruction in the areas of vocabulary development, reading comprehension, and study skills. The program is individualized, allowing students to progress at their own rate in achieving mastery of these skills.

It is also designed to improve student proficiency in grammatical usage, sentence structure, paragraph organization, and editing. Students will have daily writing practice in order to remediate deficiencies in this area as well.

### ***Strategies for Success, Math***

A survey course of the mathematics skills tested on the mathematics portion of the New Jersey High School Proficiency Assessment.



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# SPECIAL OPPORTUNITIES

## COLLEGE CREDIT

Fort Lee High School is involved in an innovative program, allowing Juniors and Seniors to take courses yielding college credits. Fort Lee has entered into an agreement with Fairleigh Dickinson University, whereby this institutions grants credits to students upon completion of selected Fort Lee High School courses deemed compatible by the college. Those courses which have been approved are the following: **Accounting 2, Anatomy and Physiology of the Human Body, AP Biology, AP Calculus, AP Chemistry, AP Computer Science, AP History, AP Physics, Art History, Computer Programming I and II, Contemporary Literature, Environmental Science, Human Genetics, Humanities, Italian 4, Science Research, Social Attitudes, Sociology, and Spanish AP.** The teachers of these courses have been granted adjunct instructor status on the respective campuses. Each student is granted campus privileges, including access to the libraries. Upon successful completion of the course, each student will receive an official transcript, which he may submit to the college of his choice for transfer credit approval.

In order to earn credit through Fairleigh Dickinson University, the student must register and pay for the course in the guidance office in September of the year he/she is enrolled in the class.

## BCC Prep-A half day college program for high school seniors

Students who take BCC Prep course will "Race to the Top" by earning up to 18 highly transferrable credits in 100 level courses. BCC Prep students will be able to complete the equivalent of one semester of college by the time they graduate from high school. BCC Prep students attend classes along with full-and part time Bergen students and they have the opportunity to join college clubs and activities, along with their college student peers. BCC Prep students will attend classes in their own high schools in the morning and return in the afternoon in time for extra-curricular activities. There are no minimum SAT scores or GPA requirements for BCC Prep classes. Students will take the Accuplacer college entrance exam in their high school at the end of their junior year. Accuplacer scored will automatically be transmitted to Bergen Community College. BCC Prep students are eligible for college entrance exam testing review sessions and related remediation as part of the program. Any interested student should see their school counselor for registration information.

(This information was provided by Bergen Community College.)

## OPTION OF AUDITING CLASSES

The audit option permits a student to visit a class in which they have an interest. Prior written approval by the teacher of the class to be visited is always required. Students should keep their counselors informed of any request to audit classes.

Students wishing to audit a class should realize that essentially they will be accepted as a "listener." Auditing provides a student with an opportunity to find out more about a course. See your counselor for further information.



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# SCHOOL AND COMMUNITY SERVICE PROGRAM

The School and Community Service Program offers volunteer opportunities to all students. Student volunteers choose when and where they wish to volunteer and have a choice of more than 50 service opportunities such as: a coach of community sports teams, teachers' aides, hospital candy strippers, and as aides within other local human service agencies. Students may also serve as clerical assistants during the school day. Students may elect to earn 2.5 credits for one semester of service or 5 credits for one year of service. All students must complete fifty (50) hours/ 2.5 credits in any given semester of school and community service as one of the requirements to graduate. Extensions will only be granted by the building principal.

## Grading

The school computes grade point averages by using official school records beginning in the ninth grade. The following areas are taken into account:

- Type of program (i.e., AP, IB, Honors, Regular)
- Grades earned
- Number of credits attempted

### **I. Values of failing grades:**

All quarterly, semester, and final averages of 0-40 will be assigned the minimum grade of 40  
All quarterly, semester, and final averages of 41 or higher will be assigned the actual numerical value

### **II. Midterm and Final Examination Grade Values**

There is no minimum value of a failing midterm or final examination grade. The student's actual grade earned on the examination will be used to calculate the student's cumulative final average. If a student "cuts" an examination the student's examination grade will be recorded as zero. If a student attends an examination and submits a blank examination, the student's examination grade will be recorded as zero.

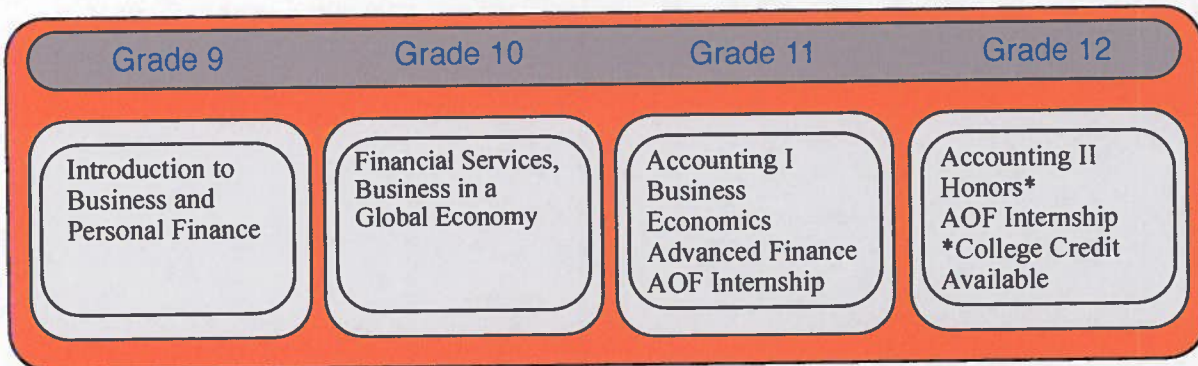
### **III. Marking Period Calculations**

All teachers will utilize the following criteria to calculate quarterly averages:  
Formative Assessments = 45%  
Summative Assessments = 45%  
Class Participation = 10%

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# THE ACADEMIES AT FORT LEE HIGH SCHOOL

## ACADEMY OF FINANCE (AOF)



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### Introduction to Business and Personal Finance

**Credits 5.00, Grade 9**

**Prerequisite:** Admission to the AOF Program

This course expands upon the basics of Introduction to Business. The objective of this course is to help students learn about both the nature of the careers found in a particular sector and the scope of the work that comprises businesses, such as insurance, real estate, public finance, accounting, and the securities industry. Opportunities will be presented for developing skills for effective teamwork. Leadership skills are given a high priority. The course also fulfills the state requirement for financial literacy by focusing on money management; credit and debt management; planning, saving and investing; becoming a critical consumer; risk management and insurance; and civic financial responsibility.

### Financial Services

**Credits 2.50, Grade 10**

**Prerequisite:** Introduction to Business and Personal Finance

This is a one-semester course that presents a survey of the principles and practices of banking and credit in the United States. The students learn about the major functions of banks and other depository institutions, in-house operations

and procedures, central banking through the Federal Reserve System and modern trends in the banking industry. The credit component provides an overview of credit functions and operations including credit risk evaluation, loan creation and debt collection.

### Business in a Global Economy

**Credits 2.50, Grade 10**

**Prerequisite:** Introduction to Business and Personal Finance

This one semester course provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally, and to the potential opportunities available to those businesses. Business in a Global Economy broadens students' understanding of how businesses operate, grow, and thrive in our ever-changing world.

### Business Economics

**Credits 2.50, Grade 11**

**Prerequisite:** Financial Services and Business in a Global Economy.

This is a one-semester course that introduces students to the key concepts of economics as they pertain to business. This course discusses the American economy and the factors that influence



the success of businesses and products. It describes forms of business ownership, discusses the relationship of labor and business, and provides a broad overview of the global economy. Students also examine careers in business, both as employees and as business owners.

### **Advanced Finance**

**Credits 2.50, Grade 11**

***Prerequisite: Financial Services and Business in a Global Economy***

This is a one-semester course that delves into financial concepts such as saving, investing, and budgeting. Students learn to identify the legal forms of business organization and continue to develop an understanding of profit. They learn about various financial analysis strategies and the methods by which businesses raise capital. Students also have the chance to explore, in depth, topics of high interest in the field of finance, and explore the types of careers that exist in finance today. Emphasis is placed on the skills and attitudes necessary for success in business and college.

### **Academy Internship**

**Credits 5.00, Grades 11-12**

***Prerequisite: Business Economics and Advanced Finance***

A mandatory component of the Academy of Finance, the 6-8 week, 200-hour minimum internship is usually paid and takes place preferably during the summer between junior and senior year. Students intern at a worksite based on their future career choice. The internship provides students with real-world working experience before they leave high school along with other important 21<sup>st</sup> century skills needed to compete in a global economy. Please see Academy of Finance Internship Agreement for further details.

### **Accounting I**

**Credits 5.00, Grade 11**

***Prerequisite: Introduction to Business and Personal Finance, Financial Services, Business in a Global Economy***

Accounting I trains the student for the formal keeping of business records and the preparation

of business reports and financial statements. It is the introductory basis for the occupations of bookkeeper and accountant and includes the complete accounting cycle with hands on applications in Excel and Power Point. It is a valuable preparation for later college accounting courses and a necessary asset in most business positions.

### **Accounting II Honors**

**Credits 5.00 Grade 12**

***Prerequisite: Successful completion of Accounting I***

Accounting II Honors provides the capable student with further skills in applying the principles learned in Accounting I and will incorporate advanced computer applications. It provides a strong foundation for those contemplating college degrees in accounting. The second semester will concentrate on analytical and interpretive accounting. College credit is available.



## ACADEMY OF PERFORMING ARTS (APA)

Grade 9	Grade 10	Grade 11	Grade 12
Acting I Dance I Beginning Chorus APA Honors Chamber Ensemble Wind Ensemble Honors APA Beginning Theory and Piano APA Advanced Level Theory APA Music History and Literature	Acting I Acting II Dance I Dance II Beginning Chorus APA Chamber Ensemble Honors Chorus Honors Wind Ensemble Honors APA Beginning Theory and Piano APA Advanced Level Theory APA Music History and Literature	Acting I Acting II Acting III Dance I Dance II Dance III Beginning Chorus APA Chamber Ensemble Honors Chorus Honors Wind Ensemble Honors APA Beginning Theory and Piano APA Advanced Level Theory APA Music History and Literature	Acting I Acting II Acting III Acting IV Dance I Dance II Dance III Dance IV Beginning Chorus APA Chamber Ensemble Honors Chorus Honors Wind Ensemble Honors APA Beginning Theory and Piano APA Advanced Level Theory APA Music History and Literature

\* Level I and II courses are available for grades 11 and 12 to offer a rich variety of electives to juniors and seniors who may choose to experience a visual/theater performing art prior to graduation.

### ***Winners of the 2007 Chamber Music Society of Lincoln Center Young Musicians Program***

The Academy of Performing Arts is a “small learning community” of performing arts students who receive intensive training in acting, dance or music. Students who are interested in this rigorous program must audition and interview for acceptance to this program. Special classes include: AP Music Theory, IB Music, Dance I, II, III and IV, Choreography, Dance History, Movement for the Actor and Acting I, II, III, and IV. Upon completion of the program, students will receive an APA Diploma or certificate, in addition to the high school diploma. The Academy of Performing Arts offers students the chance to explore, create and use their imagination in a safe and supportive environment. If your talent and interest resides in the performing arts - music, acting, or dance you can receive an excellent comprehensive education at the Academy of Performing Arts at Fort Lee High School. The Academy of Performing Arts offers the talented and seriously committed performing arts student the opportunity to receive in-depth training by professionals in the field. Students enter the APA because they enjoy the performing arts and want to develop concentration skills, collaboration skills, and critical/creative thinking skills. Other students decide to join the APA because they are interested in majoring in the arts in college, or they intend to enter the performing arts as a career.



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**Academy Theatre Courses:**

Theatre Courses include: Acting Classes, Technical Theatre, Movement for the Actor, Theatre History, Voice for the Musical Theatre, Master classes, Theatre Business Studies, Directing, and Playwriting.

**Academy Dance Courses:**

Dance Classes include ballet, modern and jazz; Dance History; and Choreography.

**Academy Music Courses:**

Music Courses include Wind Ensemble Honors, Choir Honors, Chamber Ensemble Honors, Orchestra, Piano/Beginning Theory, AP Theory, Piano lab, IB Music (History, Literature and global music), Music Composition, Instrumental Ensembles, Vocal Ensembles, Marching Band, and Concert Band.

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## ACTING

**Acting I****Credits 5.00**

Introduction to acting, with a focus on the physical and emotional elements to acting. Sensory exploration, creating and using the mask, relaxation techniques and theatre exercises and games comprise the first year of study.

**Acting II****Credits 5.00**

The second year of acting extends the student's knowledge of acting through the use of improvisation and verbal/sensory exploration.

**Acting III****Credits 5.00**

Scene studies of theatre repertoire: Greek tragedy/comedy through the Elizabethan period of theatre.

**Acting IV****Credits 5.00**

Scene studies of the theatre repertoire: the Reformation tragedy/comedy plays to present day 21<sup>st</sup> century theatre.

## DANCE

**Dance I****Credits 5.00**

Students will establish a strong foundation in ballet, jazz and modern dance technique. Posture, placement, weight transference, jumps and anatomy for the dancer will comprise the first year of study. Pilates class once a week.

**Dance II****Credits 5.00**

Intermediate levels of ballet, modern and jazz dance for students who have successfully completed Dance I or are recommended by instructor for the intermediate level. Students will focus on a strong foundation to perform Allegro and Adagio work. Pilates class once a week.

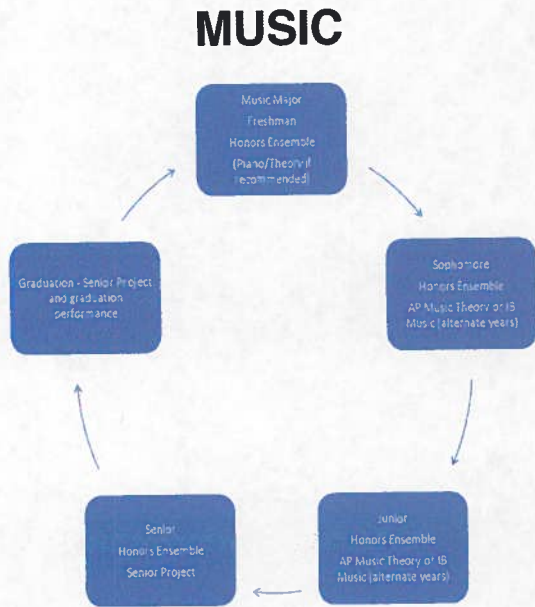
**Dance III****Credits 5.00**

Intermediate/Advanced levels of ballet, modern and jazz dance for students who have successfully completed Dance II. Pre-point/Pointe will be introduced at this level. Attention to more advanced Petit Allegro and Grande Adagio will be covered. Pilates class once a week. Introduction to tap and complex rhythms.

## Dance IV

Credits 5.00

Advanced levels of ballet, modern and jazz dance for students who have successfully completed Dance III. Intermediate level pointe work. Complex Petit Allegro and Grande Allegro exercises. Pilates class once a week.



## Beginning Chorus

Credits 5.00, Grades 9-12

*Prerequisite: No experience is needed*

This course is recommended for students who are interested in singing but cannot read or count music. Beginning chorus instructs students in the basics of counting, reading and vocalizing.

## APA Chamber Ensemble Honors

Credits 2.50

*Prerequisite: Teacher Recommendation*

Intermediate/Advanced playing levels. Students will study and perform chamber music literature from different musical periods. This course meets on Monday, 6:00-8:00 PM.

## Chorus Honors

Credits 5.00, Grades 10-12

*Prerequisite: Teacher Recommendation or student waiver*

Students must be recommended by the vocal instructor prior to enrolling in this course. Sight singing, dictation and solfège are included in this class. Students will study many different styles and periods of music, along with writing a music research paper. Students will be required to attend some rehearsals after school. Multiple performances will be scheduled throughout the year and students must be available during off school hours. This class is an honors class and, as such, is weighted.

## Wind Ensemble (Wind & Percussion) Honors

Credits 5.00, Grades 9-12

*Prerequisite: Teacher Recommendation*

Intermediate/advanced level playing is required for this course. Students will practice and perform music written for the wind ensemble. The band curriculum includes Marching Band which is a mandatory element of the wind/percussion program. Any exception to this rule will be made by the band director.

## APA Beginning Theory and Piano

Credits 5.00

Students who are not prepared to take AP Music Theory are encouraged to take this course before more advanced work. Basic chordal, rhythmic and harmonic structures are studied in this course.

## APA Advanced Level Theory (AP Music Theory)

Credits 5.00

*Prerequisite: Teacher Recommendation*

This course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. Curriculum is aligned with first year college level music theory. At the conclusion of the course, students are prepared to take the AP Music Theory Exam.



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When class space is available, this course may also be taken by other students in the high school. Students must be recommended by the instructor. *This course is offered during the 2012-2013 school and then every other year.*

**APA Music History and Literature (IB Music)**

**Credits 5.00**

***Prerequisite: Teacher Recommendation***

This is a survey course of history and literature and will take a global perspective on international contributions to the arts. Students will focus on the elements of music that are common to music of all times and geographical locations: i.e. the elements of melody, rhythm, harmony, texture, form and expression.





# INTERNATIONAL BACCALAUREATE (IB) PROGRAM

	Grade 9	Grade 10	Grade 11	Grade 12
Track 1	English 9 US History I Algebra I Spanish I Biology or Biology Honors  *Honors is highly recommended	English 10 US History II Geometry Spanish II Chemistry or Chemistry Honors  * Honors is highly recommended	IB English SL IB History SL IB Business & Management SL IB Spanish SL IB Math Studies SL or Math SL IB Theory of Knowledge IB Psychology SL IB Physics SL IB Music	IB English HL IB History HL IB Business & Management HL IB Spanish HL IB Math HL or IB Math Studies SL IB Psychology HL IB Music IB Physics SL
Track 2	English 9 US History I Geometry Spanish II Biology or Biology Honors  * Honors is highly recommended	English 10 US History II Algebra II Spanish III Chemistry or Chemistry Honors  * Honors is highly recommended	IB English SL IB History SL IB Business & Management SL IB Spanish IB Math SL IB Theory of Knowledge IB Psychology SL IB Music IB Physics SL	IB English HL IB History HL IB Business & Management HL IB Spanish SL IB Math SL IB Physics SL IB Psychology HL IB Music

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. The International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 18. It leads to a qualification that is widely recognized by the world's leading universities.

Students learn more than a collection of facts. The Diploma Program prepares students for university and encourages them to:

- ask challenging questions;
- learn how to learn;
- develop a strong sense of their own identity and culture;
- develop the ability to communicate with and understand people from other countries and cultures.

Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard

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level (courses representing 150 teaching hours). Each student will be assessed both internally by the subject teacher and externally by IB examiners.

All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Program. Information is provided by *The International Baccalaureate*. For additional information please visit [www.ibo.org](http://www.ibo.org). To qualify for this program, students must meet eligibility criteria, take an entrance exam and interview for the limited number of spots available.

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### **IB English SL/HL**

**GPA Weight: AP, 2 Years**

**Prerequisite: Recommendation for AP level work or parent waiver**

Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fear that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art which requires the clear expression of ideas both orally and in writing.

The IB English HL course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied.

The aims of the IB English HL course are:  
To encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism;  
To develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations;  
To introduce students to a range of literary works of different periods, genres, styles and contexts;

To broaden the students' perspective through the study of works from other cultures and languages;

- To introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works;
- To develop the ability to engage in close, detailed analysis of written text; and
- To promote in students an enjoyment of, and lifelong interest in, literature.

### **IB Spanish SL/HL**

**GPA Weight: Honors, 2 Years**

**Prerequisite: Spanish 3**

At the end of the IB Spanish SL course students are expected to:  
Communicate clearly, fluently and effectively in a wide range of situations;  
Understand and use accurately the oral and written forms of the language, in a range of styles and situations;  
Understand and use a broad range of vocabulary and idiom;  
Select a register and style that are generally appropriate to the situation;  
Express ideas with clarity and fluency;  
Structure arguments in a focused and coherent way, and support them with relevant examples;  
Understand and make use of moderately complex written and spoken texts;  
Engage in critical examination of a wide range of texts in different forms, styles and registers;  
Appreciate some subtleties of technique and style employed by writers and speakers of the language; and show sensitivity to the culture(s) related to the language studied.



## **IB Psychology SL/HL**

**Credits 5.00, Grades 11-12**

**Prerequisite: IB Program Entrance Criteria.**

The purpose of the IB Psychology, HL course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. In keeping with the International Baccalaureate Organization philosophy that the “process of learning is the preparation for the exam”, the IB Psychology, HL course is a student-centered class. The main aims for this course are to: critically study the field of psychology focusing on the biological, learning, cognitive, humanistic, lifespan and dysfunctional behavior perspectives; understand the main components of psychological research methods; enable students to plan, design, conduct and analyze their own experimental study abiding by moral and ethical guidelines; fulfill the requirements of the IB Psychology Internal Assessment; promote the appreciation and awareness of the diverse learning process of each student’s culture and the culture of other societies.

## **IB Math SL/HL**

**GPA Weight: Honors, 2 Years**

**Prerequisite: Algebra II**

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way. Students should wherever possible apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and

mathematical modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

Topic 1—Algebra

Topic 2—Functions and equations

Topic 3—Circular functions and trigonometry

Topic 4—Matrices

Topic 5—Vectors

Topic 6—Statistics and probability

Topic 7—Calculus

## **IB Environmental Systems SL/HL**

**GPA Weight: Honors, 1 Year**

The prime intent of this course is to provide students with a coherent perspective on the environment; one that is essentially scientific and that enables them to adopt an informed and responsible stance on the wide range of pressing environmental issues that they will inevitably come to face.

It is intended that students develop a profound understanding of the environment, rooted firmly in the underlying principles of science, rather than a purely journalistic appreciation of environmental issues. The course consequently acknowledges the value of empirical, quantitative and objective data in describing and analyzing environmental systems.

This intent extends well beyond the academic. The course requires moral and political responses from the students. Students’ attention will be constantly drawn to their own relationship with their environment and the significance of choices and decisions they make in their own lives. On a broader scale, the course naturally leads students to an appreciation of the nature and values of internationalism since the resolution of the major environmental issues rests heavily upon international relationships and agreements.

## IB Music

**Credits 5.00, Grades 11-12**

**Prerequisite: IB Program Entrance Criteria**

This course will present a guided listening study of global music and music performance styles from the Middle Ages through the Early 21st Century. The review of history and literature will take a global perspective and the international contributions to the arts. Students will focus on the elements of music that are common to music of all times and geographical locations: i.e. the elements of melody, rhythm, harmony, texture, form and expression.

## IB Theory of Knowledge

**GPA Weight: Honors, 1 Year**

**Prerequisite: IB Program Entrance Criteria**

It is a commonplace to say that the world has experienced a digital revolution and that we are now part of a global information economy. The extent and impact of the changes signaled by such grand phrases vary greatly in different parts of the world, but their implications for knowledge are profound. Reflection on such huge cultural shifts is one part of what the TOK course is about. Its context is a world immeasurably different from that inhabited by "renaissance man". Knowledge may indeed be said to have exploded: it has not only expanded massively but also become increasingly specialized, or fragmented. At the same time, discoveries in the 20th century (quantum mechanics, chaos theory) have demonstrated that there are things that it is impossible for us to know or predict.

The TOK course, a flagship element in the Diploma Program, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

What makes TOK unique, and distinctively different from standard academic disciplines, is its process. At the centre of the course is the student as knower. Students entering the Diploma Program typically have 16 years of life experience and more than 10 years of formal

education behind them. They have accumulated a vast amount of knowledge, beliefs and opinions from academic disciplines and their lives outside the classroom. In TOK they have the opportunity to step back from this relentless acquisition of new knowledge, in order to consider knowledge issues. These include the questions already mentioned, viewed from the perspective of the student, but often begin from more basic ones, like: What do I claim to know [about X]? Am I justified in doing so [how?]? Such questions may initially seem abstract or theoretical, but TOK teachers bring them into closer focus by taking into account their students' interests, circumstances and outlooks in planning the course.

TOK activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened.

## IB Business and Management HL

**GPA Weight: AP, 2 Years**

**Prerequisite: Recommendation for AP level work**

Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments.

It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources.

The Diploma Program business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between



the topics are central to the course, and this integration promotes a holistic overview of business activity.

The business and management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth and business strategy.

The ideals of international cooperation and responsible citizenship are at the heart of Diploma Program business and management. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world. The business and management course will contribute to students' development as critical and effective participants in local and world affairs.

### **IB History HL**

**GPA Weight: AP, 2 Years**

***Prerequisite: Recommendation for AP level work***

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

The IB History HL course encompasses the main developments in 20th century world history as well as an in-depth study of Asian history from 1500 to the present.

Thus Diploma Program history provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

### **IB Math Studies SL**

**GPA Weight: Honors, 2 years**

***Prerequisite: Geometry***

Using their competency in Algebra 1 and Geometry, students will further develop their understanding and analytical skills in various functions and their graphs and expand their ability to make connections between mathematical concepts. New topics such as matrices, probability and statistics, conic sections, sequences and series, and trigonometry are also introduced or reinforced to enhance the scope of the course and demonstrate relationships with real-life situations.

### **IB Physics SL**

**GPA Weight: Honors**

***Prerequisite: Geometry, 1 Year***

Honors level, algebra based laboratory science addressing explanation of the workings of the universe from the smallest particles to entire galaxies. There will be a focus on problem solving, lab experiments and communication skills.

### **IB Physics HL**

**GPA Weight: Ap, 1 Year**

***Prerequisite: IB Physic SL***

Students wishing to continue with physics may take IB Physics HL which covers additional higher level material.

# HUMANITIES

## ENGLISH

	Grade 9	Grade 10	Grade 11	Grade 12
College Preparatory	English 9 English as a Second Language	English 10 English as a Second Language Creative Writing	English 11 English as a Second Language	English 12 Search for Identity English 12 European Literature English as a Second Language
Honors	English 9 Honors	English 10 Honors Creative Writing	English 11 Honors AP Literature/ Composition	English 12 Honors AP Language/ Literature AP Literature/ Composition
AP	English 9 Honors	English 10 Honors Creative Writing	AP Literature/ Composition	English 12 AP AP Language/ Literature
IB	English 9 Honors	English 10 Honors Creative Writing	IB English SL	IB English HL

All English courses in grades 9, 10, 11, and 12 present essential information in mechanics, composition, vocabulary building, and literature. Grammar and usage skills are taught in the ninth grade; in grades 10 and 11 these skills are reinforced as needed. Vocabulary building starts in grade 9 and continues through grade 12. Students will study vocabulary within the context of their course work. Additionally, students will develop their vocabulary through drills in synonyms, antonyms, analogies and context clues among other means. Students will learn prefixes, suffixes and roots. Serious work in vocabulary building is believed to be helpful in preparing students to take the SAT. More importantly, however, a rich and varied vocabulary will enable students to better comprehend the reading tasks required by our academic program.

Writing instruction is designed to develop the student's ability of self expression. Our 9-12 writing program is sequential in nature and fosters both creative and critical writing skills. Through a careful implementation of the writing process of preparation, writing, revision and evaluation, students are brought to a more mature writing style.



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Literature study is another aspect of English instruction in grades 9-12. Goals for literature study include developing the ability to read accurately, to discuss different ideas and points of view, and to learn more about the world and one's place in it. Literature is presented in the following sequence:

Grade 9 -- World literature thematic focus.  
Grade 10 -- World literature thematic focus.  
Grade 11 -- American literature thematic focus.  
Grade 12 -- British literature thematic focus.

Honors Courses are available at each grade level for qualified students. Student have the option of waving into an honor level course. Teacher recommendation is not required.

Advanced Placement courses are available in English Language and in Literature. Teacher recommendation, test scores, and present academic achievement required for acceptance. Skills in English 9, 10 and 11 are sequentially developed. Therefore, students must pass one level in order to be prepared for successful work at the next level.

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### **Creative Writing**

**Credits 2.50, Grade 10**

This course will introduce the beginning writer to a common language for teachers and students to use when communicating about writing and establishing a clear vision for what good writing is. By teaching how elements found in good writing. Students will be able to improve their writing skills. Teacher & peer conferencing will provide effective feedback that helps writers maintain there focus on the craft on their writing.

## **SENIOR ENGLISH -- LITERATURE OPTIONS**

### **English 12 Advanced Placement English (Literature)**

**Credits 5.00, Grade 12**

***Prerequisite: Teacher Recommendation***

Open by invitation to qualified seniors, this course consists of a close examination of the texts of various masterpieces of literature masterpieces. Additional emphasis is given to the psychological and philosophical foundations of the works studied. Writing instruction emphasizes mastery

of the modes of exposition, description, narration and analysis; a minimum of two research papers, involving both literary analysis and technological investigation, is required in addition to weekly writing assignments.

### **AP English Language/Composition**

**Credits 5.00, Grades 11-12**

***Prerequisite: Teacher Recommendation***

This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes.

### **English 12 Contemporary Literature Honors**

**Credits 5.00, Grade 12**

***Prerequisite: Teacher Recommendation***

This course provides intensified writing instruction with an emphasis on those writing skills demanded of college freshman. Student writing covers a wide range of expository types; moreover, assistance in the preparation of college application essays is available. The development of a mature writing style is the principal

outgrowth of instruction. The literature read deals with the themes of violence, alienation and accommodation, and the adjustments modern man must make to an increasingly complex society. Writers such as Dostoyevsky, Albee, Stoppard, Oates, Miller, Faulkner and Camus are used to explore the alternatives open to the individual in the modern world.

### **English 12 Search for Identity**

**Credits 5.00, Grade 12**

The writing instruction in this course is designed to increase the student's ability to express him or herself in writing. While the focus of the course will be expository writing, students will also be given an opportunity to experiment with descriptive composition. Emphasis will be given particularly to individual instruction and assistance, and a brief review of English grammar will be provided if necessary. The literature section of the course deals with the individual's self image, self-awareness, and identity in the various stages of personal growth and development. The literature studied is concerned with protagonists from thirteen to thirty and is chosen to develop student awareness of the intrinsic worth of each individual. Students will read representative works of Salinger, Ibsen, Miller, and others.

### **English 12 European Literature**

**Credits 5.00, Grade 12**

European Literature covers the major movements, writers and literary periods in Europe from the Greek Golden Age to the 20th Century. Using a thematic organization focusing on life choices, cultural values, and the idea of heroic exploits, the course examines classic texts such as Homer's Iliad and Odyssey, Oedipus Rex, Antigone, Plato's Republic, Dante's Inferno, and other selections. More contemporary works such as *The Stranger*, *No Exit*, *Metamorphosis* and *Siddhartha* are also covered.

### **English as a Second Language**

**Credits: 5.00, Grades 9-12**

Beginner, Intermediate and Advanced English as a Second Language courses are designed to assist the second language learner develop and master communication skills in English. The beginner

level focuses on basic grammar, vocabulary, reading and writing within the context of the content area. The intermediate and advanced levels introduce and reinforce higher level language skills. A multi-disciplinary approach is utilized, infusing history, social studies, science, public speaking, creative and expository writing and current events. ESL is weighted the same as a regular English course.





# SOCIAL STUDIES

	Grade 9	Grade 10	Grade 11	Grade 12
College Preparatory	US History I	US History II	World History	Optional Electives: See Below
Honors	US History I Honors	US History II Honors AP US History II	World History World History Honors	Optional Electives: See Below
AP	US History I Honors	AP US History II	AP US History II AP World History	AP US History II Optional Electives: See Below
IB	US History I US History I Honors	US History II US History II Honors	IB History SL	IB History HL
	Electives			
College Preparatory	Sociology; Social Attitudes, Facing History & Ourselves			
Honors	Sociology; Facing History and ourselves; AP Government & Politics; AP Psychology			
AP	AP World History, AP US Government & Politics; AP Psychology			

## United States History I

**Credits 5.00, Grade 9**

This course deals with the development of the United States from its establishment to the end of Reconstruction. Major emphasis is on the Federalist, Jeffersonian, and Jacksonian Eras. Manifest Destiny, The Civil War and Reconstruction, Industrialization, and elected Presidents and their administrations are also

## United States History I Honors

**Credits 5.00, Grade 9**

**Prerequisite: Recommendation by Middle School Faculty**

This is an honors course in United States History from the development of the United States as a group of English colonies to the end of Reconstruction. Because of the extra reading assignments, short reports, and quarterly papers



required, a student should read with facility and be capable of working with a minimum of supervision.

### **United States History II**

**Credits 5.00, Grade 10**

**Prerequisite: Teacher Recommendation**

This is an honors course in United States History dealing with the development of the United States from the end of Reconstruction to the present. Major topics include 20th Century Wars, The New Deal and Social Legislation, United States Foreign Policy, 20th Century Presidents and trends toward the 21st Century. Because of the extra reading assignments, a student should read with facility and be capable of working with a minimum of supervision.

### **Advanced Placement History II**

**Credits 5.00, Grades 10-12**

**Prerequisite: Teacher Recommendation**

This course in United States History deals with the period from the Post-Reconstruction Era through to the present. The course roughly parallels United States History II, but there is more thorough study and analysis of major issues, such as, the foreign policy of the United States and the comparative philosophical systems of the "isms" of the twentieth century. And, while the class will focus on twentieth century history, it is important to realize that students are expected to make use of the materials learned in United States History I on a regular basis (both in class and in preparation for the AP exam in the spring). Because of the extra reading assignments, regular papers due once a month, and intensity of student centered class discussions; a student should read with facility and be capable of working with a minimum of supervision.

### **World History**

**Credits 5.00, Grade 11**

This course is a mandated course for all juniors. The purpose of this course is to enable students to view and understand contemporary problems as products of complex historical, institutional and environmental processes rather than isolated events. Students will survey the global causes and effects of the Industrial Revolution, including technological advances, the growth of urban

centers, the growth of capitalism, and the changing social levels; upper middle classes, bankers, merchants and the new factory workers. This course will address the most important democratic and social changes in Europe during the 18th, 19th and 20th centuries, which gave rise to European nationalism and imperialism. Students will analyze patterns of global change in the Era of New Imperialism in Africa, Asia, the Middle East and the America. Students will explore the causes and consequences of World Wars I and II, as well as their impact on the modern world.

### **United States History II Honors**

**Credits 5.00, Grades 10-12**

United States History Honors, a full-year course offered following the completion of United States History I Honor, studies the development of the United States from the end of Reconstruction to the present. Major topics include Industrialization, Social Legislation, 20th Century War, The New Deal, United States Foreign Policy, and trends toward the 21st Century.

### **World History Honors**

**Credits 5.00, Grade 11**

This is an honors course which covers the same curriculum as noted above but proceeds at a more rigorous pace.

## **SOCIAL STUDIES ELECTIVES FULL YEAR COURSES**

### **Sociology**

**Credits 5.00, Grades 11-12**

Sociology is a survey class that provides students with the opportunity to understand how people typically behave and how societies are organized. Through study and self-reflection students will gain a better understanding of themselves and the world in which they live.

### **Advanced Placement World History**

**Credits 5.00 Grades 11-12**

**Prerequisite: Teacher Recommendation**

This class offers qualified students an opportunity to complete on the high school level a course equivalent to an introductory college course in world history. AP World History will allow students to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course will cover from 8000 B.C. to the present. Students will have numerous reading and writing assignments. Students must be able to address complicated issues and topics, read with facility, and capable of independent work. A summer assignment is required.

### **Advanced Placement U.S. Government and Politics**

**Credits 5.00, Grades 11-12**

**Prerequisite: Teacher Recommendation**

This course examines the institutions, participants and processes that characterize political activity in this country. The contemporary nature and function of the American political system will also be stressed. Additionally, students cover all areas of information on the AP exam which is administered each year in May.

### **Advanced Placement Psychology**

**Credits 5.00, Grades 11-12**

**Prerequisite: Teacher Recommendation**

AP Psychology is a challenging course that closely follows introductory college psychology. The topics covered include biological bases of behavior, sensation and perception, states of consciousness, cognition, learning, motivation and emotion.

## **SOCIAL STUDIES SEMESTER ELECTIVES**

### **Social Attitudes**

**Credits 2.50, Grades 11-12**

This course deals with such topics as learning theories, comparative values and attitudes of

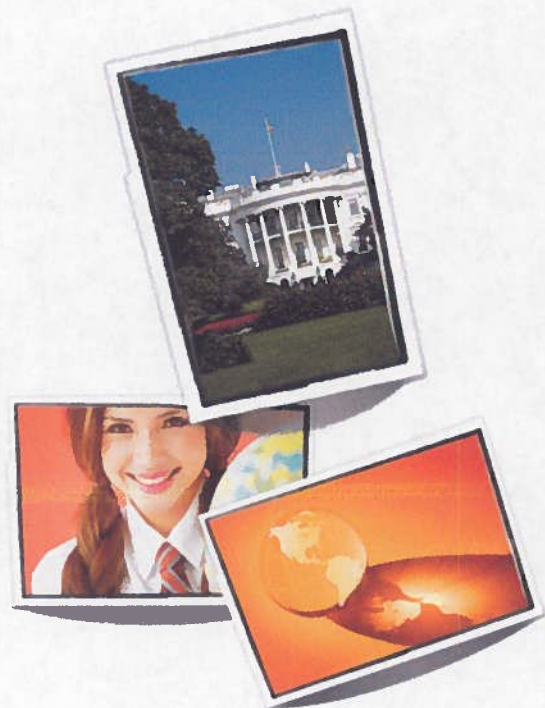
school systems, human aggression and alienation. Also of interest will be the psychology of groups. An extensive bibliography will be offered.

### **Facing History & Ourselves**

**Credits 2.50, Grades 11-12**

This course is based on the belief that education in a democracy must be what Alexis de Tocqueville called "an apprenticeship in liberty". Facing History seeks to help students find meaning in the past and recognize the need for participation and responsible decision making.

Facing History will engage students in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of collective violence, students will make the essential connection between history and the moral choices they confront in their own lives. This course also seeks to help students to develop practical models for civic engagement that are linked to the study of movements for human rights, such as the African-American Civil Rights Movement.





# MATHEMATICS & SCIENCE

## MATHEMATICS

	Grade 9	Grade 10	Grade 11	Grade 12
IB	Geometry or Geometry Honors Algebra I	Algebra II or Algebra II Honors Geometry or Geometry Honors	IB Math Studies SL or IB Math HL	IB Math Studies SL or IB Math HL
Honors	Geometry Honors	Algebra II Honors Geometry Honors	Pre-Calculus Honors Algebra II Honors AP Calculus AB or AP Calculus BC	AP Calculus AB or AP Calculus BC Pre-Calculus Honors
College Prep	Algebra I Geometry	Geometry Algebra II	Algebra II Pre-Calculus	Pre-Calculus Calculus or Finite Math
Essentials	Pre Algebra*  Students participating in the Essentials track must complete 4 years of math courses.	Essentials of Algebra I	Essentials of Geometry	Essentials of Algebra II*  Mandatory 4th year math course for this track for class of 2017 and beyond.
<b>Electives</b>				
College Preparatory	Computer Programing I and II			
Honors	Honors Programming is a full year course			
AP	Computer Science (if offered)			

In an effort to ensure student success, many of the courses listed below have recommended pre-requisites. Besides successful completion of the prior course in the math sequence, the teacher's recommendation is very important for each course, because it reflects observations by the teacher of each student's demonstrated ability, consistent effort, and intrinsic motivation, etc. Other considerations when placing



students, especially those interested in Honors or AP courses, may include standardized test scores, performance on qualifying assessments, and satisfactory completion of a summer assignment.

### **Essentials of Algebra I**

**Credits: 5.00, Grades 9-10**

**Prerequisite:** *Teacher recommendation and successful completion of Grade 8 Mathematics*

The Essentials of Algebra I course provides students with strategies to strengthen and reinforce the mathematical foundational skills necessary for success in Algebra. Students will further develop their number sense and will perform standard numerical operations and estimations with real numbers. They will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts. They will also develop the mathematical process skills of communication, making connections, reasoning and using available technologies to solve problems. All students taking an Algebra I course will be required to take the New Jersey Algebra I End-of Course Assessment some time in the spring. The State may require a certain level of proficiency on this assessment as part of the public high school graduation requirements.

### **Algebra I**

**Credits: 5.00, Grades 9-10**

**Prerequisite:** *Teacher recommendation*

Students will further develop their number sense and will perform standard numerical operations and estimations with real numbers. They will represent and analyze linear and non-linear relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts. They will develop the mathematical process skills of communication, making connections, reasoning, and representations and using available technologies to solve problems. Data analysis and probability are also integrated in this course. All students taking an Algebra I course will be required to take the New Jersey Algebra I End-of-Course Assessment some time in the spring. The State may require a certain level of proficiency on this assessment as part of the public high school graduation requirements.

### **Essentials of Geometry**

**Credits: 5.00, Grades 10-11**

**Prerequisite:** *Teacher recommendation and successful completion of Essentials of Algebra I*

The Essentials of Geometry course provides students with strategies to strengthen and reinforce the mathematical skills necessary for success in Geometry. Euclidean geometry is used as a model to develop an understanding of logical methods of thinking and deductive reasoning. Concepts of spatial and coordinate geometry are reinforced. The course also focuses on a study of lines, triangles, quadrilaterals and other polygons, similarity, right triangle trigonometry, circles, surface areas and volumes.

### **Geometry**

**Credits: 5.00, Grades 10-11**

**Prerequisite:** *Successful completion of Algebra I*

Euclidean geometry is used as a model to develop an understanding of logical methods of thinking and deductive reasoning. Concepts of spatial and coordinate geometry are reinforced. The course also focuses on a study of lines, triangles, quadrilaterals and other polygons, similarity, right triangle trigonometry, circles, surface areas and volumes.

### **Geometry Honors**

**Credits: 5.00, Grades 9-10**

**Prerequisite:** *Teacher recommendation and successful completion of Algebra I*

A comprehensive coverage of geometry is enhanced by an emphasis on logic, formal proofs, solid geometry, and geometric applications. Trigonometric concepts are also introduced and developed.

### **Pre-Algebra**

**Credits: 5.00, Grades 9**

This course will cover topics that will help students be more successful in Algebra. Some of

the topics covered will be operations with real numbers, variables and expressions, solving equations and inequalities, functions, linear functions, exponents, and percents.

\*This course will not fulfill the NJDOE math requirement. Therefore, three years of math courses are required after successful completion of this course. This course will count as a general education elective.

### **Essentials of Algebra II**

**Credits: 5.00, Grades 11-12**

***Prerequisite: Successful completion of Essentials of Algebra I and Essentials of Geometry***

This course provides students with strategies to strengthen and reinforce the mathematical skills necessary for success in Algebra II. Using their competency in Algebra I and Geometry, students will further develop their understanding and analytical skills with various functions and their graphs and expand their ability to make connections between mathematical concepts. New topics such as matrices, probability and statistics, conic sections, sequences and series, and trigonometry are also introduced or reinforced to enhance the scope of the course and demonstrate relationships with real-life situations.

### **Algebra II**

**Credits: 5.00, Grades 11-12**

***Prerequisite: Teacher recommendation and successful completion of Geometry***

Using their competency in Algebra I and Geometry, students will further develop their understanding and analytical skills in various functions and their graphs and expand their ability to make connections between mathematical concepts. New topics such as matrices, probability and statistics, conic sections, sequences and series, and trigonometry

are also introduced or reinforced to enhance the scope of the course and demonstrate relationships with real-life situations.

### **Algebra II Honors**

**Credits: 5.00, Grades 10-11**

***Prerequisite: Successful completion of Algebra I and Geometry Honors***

Using their competency in Algebra I and Geometry, students will further develop their understanding and analytical skills in various functions and their graphs and expand their ability to make connections between mathematical concepts. New topics such as matrices, probability and statistics, conic sections, sequences and series, and trigonometry are also introduced or reinforced to enhance the scope of the course and demonstrate relationships with real-life situations. Students are also introduced to topics in Pre-Calculus.

### **Finite Math**

**Credits: 5.00, Grades 11-12**

***Prerequisite: Successful completion of Algebra II or Essentials of Algebra II***

This course is one of the options for a third or fourth year of mathematics. Utilizing numerical investigations, algebra, statistics, geometry, graphing and business application problems, this course helps prepare students for many college math courses and careers.

### **Practical Math and Financial Literacy**

**Credits: 5.00, Grades 11-12**

***Prerequisite: Completion of Algebra I and Geometry at the Regular or Essentials level***

This course will provide students with strategies to strengthen and reinforce the mathematical skills necessary for success in some college math courses, future careers, and/or managing household budgets and personal finances. The components dealing with personal financial literacy will be aligned to the 2009 NJCCC Standard, *Personal Financial Literacy* (Standard 9.2), which includes “the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact self, the family, and local and global communities. Topical strands address money management; credit and debt management; planning, saving and investing; becoming a critical consumer; risk management and insurance; and civic financial responsibility.”



## Pre-Calculus

**Credits: 5.00, Grades 11-12**

**Prerequisite:** *Successful completion of Algebra II Honors*

In this course, students will demonstrate a level of proficiency in solving linear and quadratic equations, systems of equations and inequalities. They will also use graphing calculators to visualize, verify, and explore graphing functions; understand the concept of polynomial, rational, exponential and logarithmic functions and models; evaluate and graph trigonometric functions and solve application problems; use matrices to solve equations and be introduced to the concept of limits. Pre-Calculus will further develop student understanding of these and other higher order mathematical concepts and skills, and help prepare them for future college math courses and careers in business, applied mathematics and the sciences.

## Pre-Calculus – AB/BC Honors

**Credits: 5.00, Grades 11-12**

**Prerequisite:** *Successful completion of Algebra II Honors*

This is an advanced mathematics course designed to prepare students for AP Calculus. In addition to the topics listed above in regular Pre-Calculus, students will develop a high level of proficiency working with vectors, parametric and polar equations, discrete mathematics, limits and continuity. This course is strongly recommended for students that plan on taking the AP Calculus AB or BC exam.

## Calculus

**Credits: 5.00, Grades 11-12**

**Prerequisite:** *Successful completion of Pre-Calculus or Pre-Calculus Honors*

This course is meant for students who want to challenge themselves with a fourth year of higher level mathematics, and who may take a calculus course in college. Topics of study will include limits, continuity, derivatives, the calculus of transcendental functions (exponential, logarithmic and trigonometric), and some integration. This course is not intended to be equivalent to one of the AP Calculus courses, as it will not provide the same level of preparation for the AP exams.

## Advanced Placement (AP) Calculus-AB

**Credits: 5.00, Grades 11-12**

**Prerequisite:** *Teacher recommendation, and successful completion of Honor Pre-Calculus*

AP Calculus AB is for students with strong mathematical skills who want to experience a comprehensive and rigorous course equivalent to one semester's worth of college-level calculus. Using their competency in Algebra II and Pre Calculus, students will apply their skills to model the dynamic nature of the real world. Building from the concept of limits, students will examine average/instantaneous velocity of moving objects, optimization, and related rate; i.e. differential calculus which will later lead into integral calculus for studies on distance traveled area, and volume of irregular objects. New topics such as continuity, derivatives, differentiability, Intermediate Value Theorem, Mean Value Theorem, anti-derivatives, integrals and areas between curves are also introduced with real-life applications.

## Advanced Placement (AP) Calculus-BC

**Credits: 5.00, Grades 11-12**

**Prerequisite:** *Teacher recommendation, and successful completion of Pre-Calculus Honors*

AP Calculus BC is for students with strong mathematical skills who want to experience a comprehensive and rigorous course equivalent to TWO semesters' worth of college-level calculus. Topics will include those in the AP Calculus AB course description, but they will be covered at a faster pace. Additional topics covered in Calculus BC will include parametric, polar and vector functions and their derivatives, improper integrals, polynomial approximations and series. Students will be able work with functions graphically, numerically, analytically and verbally, and should understand the connections between these representations. Students should also be able to model problem situations with functions, differential equations, and integrals.



## Computer Programming I

**Credits: 5.00, Grades 9-12**

Computer Programming I is a one semester course for students who are interested in learning how a computer works and how to create programs using Microsoft Visual Basic. The course provides an excellent foundation in fundamental programming concepts and enhances students' problem solving skills. Students do not need to have a strong mathematical background to be successful in this course. When combined with Computer Programming II, students can earn college credit.

## Computer Programming II

**Credits: 2.50, Grades 9-12**

**Prerequisite:** *Successful completion of Computer Programming I*

Computer Programming II is a continuation of Computer Programming I. Students build on the concepts of selection, repetition and data storage covered in Computer Programming I and learn about data structures, sub procedures, and how to create computer graphics, animations and sounds. The practical and "hands on" approach used in the class allows students to further develop and enhance their problem solving skills. For the final project, students conceive, design and code their own program. At this stage, students have mastered enough programming skills to create a video game, which is what many of them choose for their final project. This course may be taken for college credit, when combined with Computer Programming I.

## C++ Programming Honors

**Credits: 5.00, Grades 10-12**

**Prerequisite:** *Successful completion of Computer Programming II, or demonstrated knowledge of a programming language.*

This course is for those students who wish to enhance their programming skills and study advanced programming techniques using the C++ Programming Language. C++ provides an excellent foundation for future study of Computer Science as a college major. Students will learn about data structures, arrays, searching and sorting techniques and graphics. This course is an

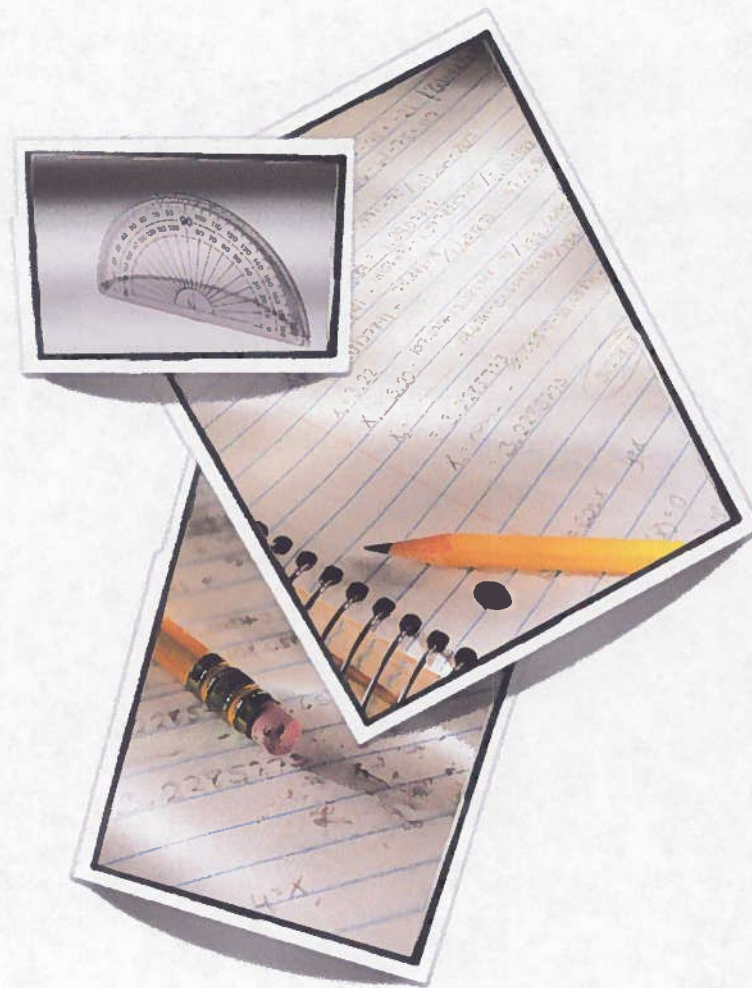
excellent stepping stone to learn the Java programming language in either the Advanced Placement Computer Science class or in college.

## Advanced Placement Computer Science-A/AB

**Credits: 5.00**

**Prerequisite:** *Teacher recommendation, plus successful completion of C++ Programming Honors*

This course is intended to provide a college-level experience for those students that may study Computer Science in college, or for those that plan to study other disciplines like engineering, which require a significant use of computers. The primary objective is to teach how to write logically-structured, well-documented computer programs using the JAVA language.



# SCIENCE

	Grade 9	Grade 10	Grade 11	Grade 12
IB	Biology Biology Honors  *Honors Level Preferred	Biology Honors Chemistry Honors Science Research Honors Biology Chemistry  *Honors Level Preferred	IB Physics SL	IB Physics SL
Honors	Biology Biology Honors	Biology Honors Chemistry Chemistry Honors Science Research Honors	Science Research Honors Honors Chemistry Honors Physics Honors AP Chemistry AP Biology AP Physics	AP Chemistry AP Biology AP Physics Physics Honors
College Prep	Environmental Science	Biology Environmental Science	Chemistry Physics Human Genetics Anatomy and Physiology of the Human Body	Chemistry Physics Human Genetics Anatomy and Physiology of the Human Body AP Science courses
Essentials	Essentials of Environmental Science	Biology Essentials of Environmental Science	Concepts of Chemistry Biology	Science electives, or no additional science

In an effort to ensure student success, many of the courses listed below have recommended pre- and/or co-requisites. Besides successful completion of the prior course in the science sequence, courses that integrate mathematics on a regular basis have math pre- and/or co-requisites. The teacher's recommendation is also very important for each course, because it reflects observations by the teacher of each student's demonstrated ability, consistent effort, intrinsic motivation, etc. Other considerations when placing students, especially those interested in honors or AP courses, may include standardized test scores, performance on qualifying assessments, and satisfactory completion of a summer assignment.

Science electives include Science Research Honors (3 full years), Genetics (one semester), and/or Anatomy (one semester). An AP science course is also an option for students that complete Chemistry with a grade of A or better, have their teacher's recommendation, and that meet other Departmental criteria.



## **Essentials of Environmental Science**

**Credits 5.00, Grades 9-10**

**Prerequisite:** Successful completion of Grade 8 Science

The Essentials of Environmental Science course provides students with strategies to strengthen and reinforce the scientific foundational skills necessary for success in Environmental Science. Using their knowledge from middle school life, Earth and physical science, students will learn how the different spheres of the Earth interact (e.g. the biosphere, hydrosphere, atmosphere and lithosphere). They will learn about the human impact on the environment, and how it is related to the demand for energy and use of natural resources in developed and developing countries. Students will analyze environmental problems and the benefits/drawbacks of proposed solutions. By the end of this course, students will understand the ramifications of the major environmental challenges that we face in the 21<sup>st</sup> Century, as well as the role we play as individuals in addressing those challenges. Many aspects of this course will also prepare students for Grade 10 Biology, and the New Jersey Biology End-of-Course Assessment.

## **Environmental Science**

**Credits 5.00, Grades 9-10**

Using their knowledge from middle school life, Earth and physical science, students will learn how the different spheres of the Earth interact (e.g. the biosphere, hydrosphere, atmosphere and lithosphere). They will learn about the human impact on the environment, and how it is related to the demand for energy and use of natural resources in developed and developing countries. Students will analyze environmental problems and the benefits/drawbacks of proposed solutions. By the end of this course, students will understand the ramifications of the major environmental challenges that we face in the 21<sup>st</sup> Century, as well as the role we play as individuals in addressing those challenges. Many aspects of this course will also prepare students for Grade 10 Biology, and the New Jersey Biology End-of-Course Assessment.

## **Biology**

**Credits 6.00, Grade 10**

This course in Biology includes a study of evolution, genetics and cell structures and functions. Also included is some study of microorganisms, plants and animals. Emphasis is placed on the inter-relationships of living things, and their interaction with the environment. Laboratory experiments are included in this course. All students taking Biology will be required to take the New Jersey Biology End-of-Course Assessment some time in the spring. The State may require a certain level of proficiency on this assessment as part of the public high school graduation requirements.

## **Biology Honors**

**Credits 6.00, Grades 9-10**

This course covers the same content as Biology, but in greater depth and at an accelerated level. Laboratory experiments are also included in this course.

All students taking Biology will be required to take the New Jersey Biology End-of-Course Assessment some time in the spring. The State may require a certain level of proficiency on this assessment as part of the public high school graduation requirements.

## **Science Research Honors**

**Credits 5.00, Grades 10-11**

**Prerequisite:** Besides recommendations from their science, math and English teachers, students must meet Science Department criteria and have the Science Supervisor's approval

The Science Research Honors course is a three-year program that allows students to choose their own original research project according to their interests and abilities. Research can be on any aspect of science or mathematics. Examples of topics include the following: various aspects of cancer research, carbon nanotubes, aspects of Alzheimer's disease, nerve cell growth patterns, or any other interesting, original research. Students must be prepared to make a three-year commitment to be in the Research course, and do an original research project during the summer vacations between sophomore and junior year, and/or between junior and senior year. The



research is then written up in a formal paper which will be submitted to such competitions as the Siemens Westinghouse Competition, Intel Science Talent Search, North Jersey Regional Science and Engineering Fair, and Intel Science and Engineering Fair.

### **Concepts of Chemistry**

**Credits 5.00, Grades 11-12**

This course provides students with a foundation in the principles of modern general chemistry through a variety of classroom and laboratory experiences. Topics of study will include atomic and molecular structure, the Periodic Table, chemical bonding, behavior of gases, stoichiometry, mixtures and solutions, acids and bases.

### **Chemistry**

**Credits 6.00, Grades 11-12**

This course provides students with a firm foundation in the principles of modern general chemistry through a variety of classroom and laboratory experiences. Topics of study include atomic and molecular structure, the Periodic Table, gas laws, chemical bonding, stoichiometry, mixtures and solutions, acids and bases, oxidation-reduction, ionization and chemical equilibrium.

### **Chemistry Honors**

**Credits 6.00, Grades 10-11**

This course is similar in content to the regular Chemistry course listed above, but there are higher level applications and a greater emphasis on the mathematics associated with the subject. Laboratory experiments are also included in this course.

### **Physics**

**Credits 6.00, Grades 11-12**

**Prerequisite: Successful completion of Chemistry and Algebra 2**

This course covers the following topics: forces and the laws of motion, work and energy, linear and rotational momentum, universal gravitation,

fluid mechanics, thermodynamics, vibration and wave phenomena, and electricity. Laboratory investigations are also a part of this course.

### **Physics Honors**

**Credits 6.00, Grades 11-12**

**Prerequisite: Successful completion of Chemistry and Algebra II**

This course is similar in content to the regular Physics course listed above, but there are higher level applications and a greater emphasis on problem-solving using the mathematics formulas associated with the different topics. Laboratory experiments are also included in this course.

### **Human Genetics**

**Credits 6.00, Grades 11-12**

**Prerequisite: Successful completion of Biology**

This course focuses on Recombinant DNA. It identifies how DNA is altered and placed into various types of organisms both for commercial and non-profit purposes. These are investigated and compared with the naturally occurring organism. Included are microorganisms, aquatic organisms, plants, animals, and humans. Some related topics are in-vitro fertilization, cloning, and gene therapy. As a result of this course, students will be more aware of the current and future impact of DNA technology in our lives.

### **Anatomy and Physiology of the Human Body**

**Credits 2.50, Grades 11-12**

**Prerequisite: Successful completion of Biology.**

This course is designed for the student who plans on pursuing a career in the medical, dental health or biological sciences. The topics covered include the Skeletal System, Muscular System, Intagumentary System, The Cardiovascular System, and the Gastrointestinal System. A thorough understanding of the structures and functions of these systems will be developed, so those students who simply wish to gain a fuller understanding of how their body systems operate will also benefit from this course.

### **Advanced Placement (AP) Biology**

**Credits 7.00, Grades 11-12**

***Prerequisite: Teacher recommendation and successful completion of Biology Honors and Chemistry Honors***

This course helps students develop a deeper understanding of biological concepts, while also stressing unifying themes that connect those concepts in order to foster the application of knowledge and critical thinking. It also addresses environmental and social concerns, as well as ways to improve the quality of our own lives. The course is designed to be similar in content to an introductory college-level Biology course that includes biochemistry, organic chemistry, cellular biology, basic genetics, molecular genetics, evolution, taxonomy, biodiversity, animal and plant form and function, ethology, and ecology. Laboratory experiments are an important component of this course.

### **Advanced Placement (AP) Chemistry**

**Credits 7.00, Grades 11-12**

***Prerequisite: Teacher recommendation and the successful completion of Biology Honors and Chemistry Honors***

This course is designed to be equivalent to a college-level general chemistry course. Topics of study include a review of scientific measurement and computation, a review and further development of first-year chemistry concepts, including atomic structure and periodicity, chemical bonding, reactions and stoichiometry, states of matter, gas laws, solutions, thermodynamics, nuclear chemistry, chemical kinetics, acids and bases and electrochemistry; and a possible introduction to organic chemistry. Laboratory work includes experiments of an analytical nature.

### **Advanced Placement (AP) Physics**

**Credits 7.00, Grades 11-12**

***Prerequisite: Teacher recommendation and the successful completion of Honor Pre-Calculus***

This course is designed to prepare students for the AP Physics B exam. AP Physics B builds on the conceptual understanding attained in a first-year, high school physics course, and is designed primarily for students that are planning college programs of study in the life sciences, pre-medicine, and some applied sciences. This is not equivalent to an AP Physics C course, which is more common for students pursuing college programs in physics and engineering. Topics of study in this course include mechanics, electricity and magnetism, fluid mechanics and thermal physics, waves and optics, and atomic and nuclear physics. Laboratory experiments are an important component of this course.

### **IB Physics SL**

**GPA Weight: Honors**

***Prerequisite: Geometry, 1 Year***

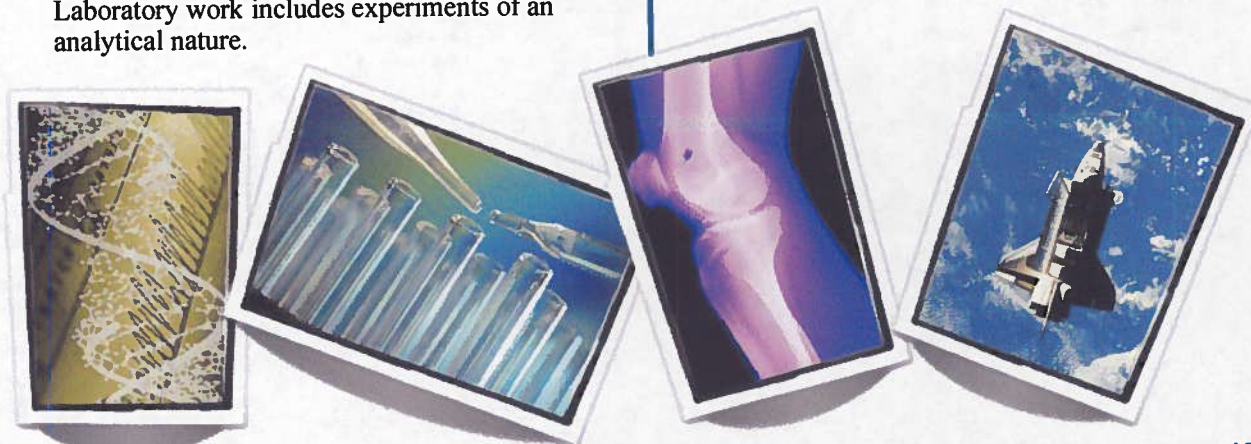
Honors level, algebra based laboratory science addressing explanation of the workings of the universe from the smallest particles to entire galaxies. There will be a focus on problem solving, lab experiments and communication skills.

### **IB Physics HL**

**GPA Weight: Ap, 1 Year**

***Prerequisite: IB Physics SL***

Students wishing to continue with physics may take IB Physics HL which covers additional higher level material.





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## PRACTICAL ARTS

### BUSINESS DEPARTMENT

Grade 9	Grade 10	Grade 11	Grade 12
Introduction to Business and Personal Finance	Accounting I Introduction to Business and Personal Finance Financial Literacy	Accounting I Accounting II Honors Economics Introduction to Business and Personal Finance International Business Economics Honors	Accounting II Honors Introduction to Business and Personal Finance Introduction to Business and Personal Finance International Business Economics Honors

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#### **Accounting I**

**Credits 5.00, Grades 10-12**

Accounting I trains the student for the formal keeping of business records and the preparation of business reports and financial statements. It is the introductory basis for the occupations of bookkeeper and accountant and includes the complete accounting cycle with hands on application in Excel and Power Point. It is a valuable preparation for later college accounting courses and a necessary asset in most business positions.

#### **Accounting II Honors**

**Credits 5.00, Grades 11-12**

***Prerequisite: Successful completion of Accounting I***

Accounting II Honors provides the capable student with further skills in applying the principles learned in Accounting I and will

incorporate advanced computer applications. It provides a strong foundation for those contemplating college degrees in accounting. The second semester will concentrate on analytical and interpretive accounting. College credit is available.

#### **Introduction to Business and Personal Finance**

**Credits 5.00, Grades 9-12**

Introduction to Business is a full year course, which stresses the importance of business as a major component of our economy. Topics covered will include economic systems, forms of business structures, enterprise, careers in business, consumerism, banking services, reconciling a checking account, credit, insurance, and savings and investments. This course will assist students with consumer decision-making, prepare them for future employment, and help them effectively perform their responsibilities as



citizens in a global business community. The course also fulfills the state requirement for financial literacy by focusing on money management; credit and debt management; planning, saving and investing; becoming a critical consumer; risk management and insurance; and civic financial responsibility.

### **International Business**

**Credits 5.00, Grades 11-12**

Students will acquire knowledge of the basic principles of management, marketing, and the economics of international business. The course will include the following: ownership and management, legal issues, finance, the global business environment, treaties and trade agreements, human resource management, marketing, taxes, government regulations, currency exchange, and communication (including culture and language). College credit is available.

### **Economics Honors**

**Credits 5.00, Grades 11-12**

This course is designed to give students knowledge of basic economic concepts and how they are applied to the U. S. and global economy. Students learn how to think like economists using cost-benefit reasoning and decision making skills. The course covers macro and microeconomics.



Students study topics such as “Economics and the Environment” as well as “Is Capitalism Good for the Poor?”

Students will acquire knowledge of the basic principles of management, marketing, and the economics of international business. The course will include the following: ownership and management, legal issues, finance, the global business environment, treaties and trade.

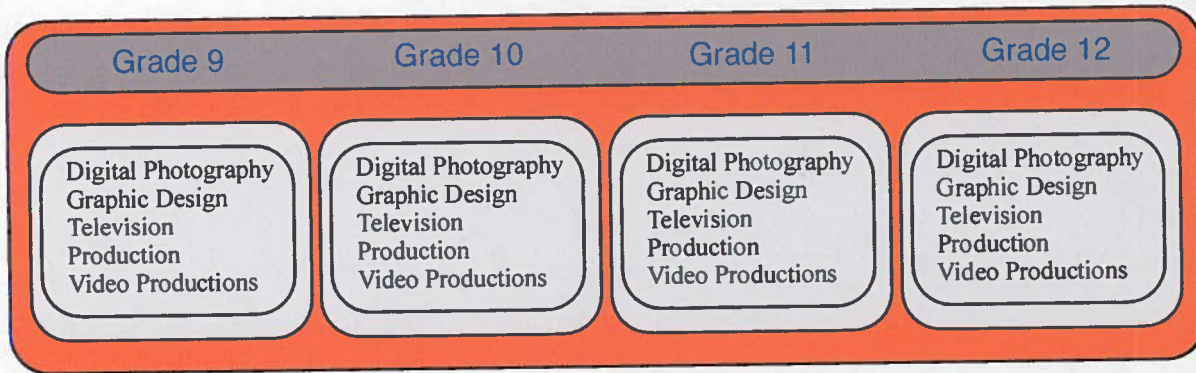
### **Financial Literacy (2014)**

**Credits 2.50, Grades 10**

This course is intended to provide a framework for successful life skill. This course creates awareness for how our economy works so students can make sound financial decisions when living on their own after high school. Students will understand the importance of taking responsibility for personal finance decisions and the need for consumer awareness. Information about financial services contracts, credit and debt provide a foundation for effective financial decision making and a stable financial future will be taught.



# DIGITAL MEDIA ARTS



The Digital Media Arts program is a technology-based series of Practical Arts courses. It enhances students' Visual Literacy, while providing them with an understanding of how technology is used to influence meaning and purpose in media artworks. It teaches students to respond to images created with media arts technology, and to create their own works. In this program, media arts technology will include: digital photography, film, TV and video, computer technologies, and electronic and digital recording.

## Digital Photography

**Credits 5.00, Grades 9-12**

This course in Digital Photography and Photoshop 7.0 provides opportunities for students to develop their "eye" and observation skills as a photographer. Students' creative expression will be expanded through the use of Photoshop 7.0 and the Basic Elements of Design. Students will be introduced to professional photographers and digital artists from the past and present who are involved with a variety of concepts and styles. Portfolio preparation and advanced composition techniques are an integral part of Digital Photography.

## Graphic Design

**Credits 5.00, Grades 9-12**

Graphic Design provides the students with the opportunity to develop skills to design a variety of projects/products typically found in the Graphic Design industry. Projects in the class may include posters, t-shirts, business cards, advertising cards, menus, brochures, calendars, newsletters and small web projects. This course will expose the student to the problem solving process, basic document structure, typography, use of color and the requirements of publishing and printing.

## Television Production

**Credits 5.00, Grades 9-12**

This course teaches the basics of television theory and production. Students will be introduced to the history and development of Television Production. Use of proper techniques involved in lighting, sound, cameras, and recorders will be emphasized. Students will be given the opportunity to put theoretical concepts into practice by planning and producing original ideas. The class will work as a team to create group projects. Students practice all crew positions, including floor director, camera operator, lighting technician, audio technician, technical director, and program director.

## Video Productions

**Credits 5.00, Grades 9-12**

This course presents production techniques for a variety of video applications, including theatrical, news gathering, informational, and documentary-style productions. Students focus on pre-production planning and combining studio and field production into a final presentation. Students get hands-on practice working in multimedia, web, and digital video environments.



# HOME ECONOMICS, FOODS, WOODWORKING

Grade 9	Grade 10	Grade 11	Grade 12
Interior Design and Housing Fashion and Design Foods I Foods II Architectural Drawing Power Mechanics Woodworking Auto Maintenance and Repair	Interior Design and Housing Fashion and Design Foods I Foods II Architectural Drawing Advanced Architectural Drawing Advances Mechanical Drawing Advanced Power Mechanics Woodworking Advanced Woodworking Auto Maintenance and Repair	Interior Design and Housing Fashion and Design Foods I Foods II Architectural Drawing Advanced Architectural Drawing Advances Mechanical Drawing Power Mechanics Advanced Power Mechanics Woodworking Advanced Woodworking Auto Maintenance and Repair	Interior Design and Housing Fashion and Design Foods I Foods II Architectural Drawing Advanced Architectural Drawing Advances Mechanical Drawing Power Mechanics Advanced Power Mechanics Woodworking Advanced Woodworking Auto Maintenance and Repair

The courses in home economics offer students a unique opportunity to explore the areas of child development, interior design, food preparation, and fashion design. Don't miss this chance to gain hands-on experience which will challenge and develop your creative skills.



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## DESIGN

### Interior Design and Housing

**Credits 2.50, Grades 9-12**

Students will acquire knowledge and skills that increase aesthetic awareness in design and development in the housing industry. Classroom projects will identify the various historical, social, environmental, and cultural influences on architectural design. They will develop design skills for planning the form and function of space, structures, objects, colors, and materials. Other topics include study of career opportunities in the fields of home furnishing, housing, energy conservation, and home management.

### Fashion and Design

**Credits 2.50, Grades 9-12**

All students will acquire knowledge and skills in fashion and decorative design and stitching. Students will utilize elements of art and design skills to produce well-fitting, flattering, and well-designed clothing and craft projects. Students will identify how various historical, social, and cultural traditions have influenced fashion through the ages. Students will also participate in a study of career opportunities in the field of fashion and design.

## FOODS

### Foods I

**Credits 2.50, Grades 9-12**

This course introduces the student to the study of basic food preparation, safety and sanitation, nutrition, and the use and care of equipment. The activities will enable students to prepare and taste a variety of recipes. Breakfast and luncheon menus as well as meals for special occasions are planned, prepared and served in class. Additional units include new developments in food technology, nutrition for dieters and athletes, wise purchasing of teenage consumer products, and all of the above in relation to career opportunities.

### Foods II

**Credits 2.50, Grades 9-12**

*Prerequisite: Foods I*

Emphasis in this course is on creative and more complex food preparation for daily use, holidays and special occasions. Regional and international cooking will be explored extensively.

## INDUSTRIAL EDUCATION

### Architectural Drawing

**Credits 5.00, Grades 9-12**

This is the basic course in architectural design and drawing. Drafting and design aesthetics and fundamentals are taught. Each student works individually and designs his own private residence. The student draws a full set of plans including a floor plan, basement and foundation plan, plot plan, building or foundation section, interior elevation, exterior elevations and a presentation drawing. The various techniques of building an architectural model are explored and developed. Interior and exterior architectural design principals, social and cultural influences, and standard house construction methods and materials are explored.

### Advanced Architectural Drawing

**Credits 5.00, Grades 10-12**

*Prerequisite: Architectural Drawing*

Several commercial, educational, or public building design problems are presented to the student. Each student must solve each problem individually and creatively. For each problem the student will submit a selection of plans, which may include floor plans, plot plans, interior or exterior elevations (views), sections, or presentation drawings. An architectural model of this design will be made. Use of computer aided design software enhances student understanding. Aesthetics, historical influences and traditions, and design and construction principals of this larger type of building will be explored, as well as appropriate building materials.



### **Advanced Mechanical Drawing**

**Credits 5.00, Grades 10-12**

**Prerequisite:** *Mechanical Drawing*

The course begins specialization in machine and engineering drawing. Instruction concentrates on fastening devices, orthographic projection, pictorial drawing, and detail working drawings for machine parts made from various manufacturing processes. Students will have the opportunity to fully utilize the computer (specifically the CAD system) as a tool to design products and structures.

### **Power Mechanics**

**Credits 5.00, Grades 9-12**

Students begin an introduction to the basic principles and theory of power mechanics with the study of the various systems of the automobile and the integration of those systems. Instruction includes the following areas: construction of the engine, the parts and their uses, ignition, lubrication, cooling and fuel systems. Safety precautions, safe working practices, proper attitudes and good work habits are stressed throughout the course.

### **Advanced Power Mechanics**

**Credits 5.00, Grades 10-12**

**Prerequisite:** *Power Mechanics*

This course provides an overview of the automotive industry including careers, diagnostic equipment, and a more in-depth study of basic automobile systems including electronics and preventive maintenance. Students possessing the necessary abilities and interests will develop skills in engine design, modification, computer diagnostics, test equipment, and instrumentation. Instructors will also address the many job possibilities and additional training in mechanics.

### **Woodworking**

**Credits 5.00, Grades 9-12**

This elective is for students who desire experience in the design and development of wood projects. Instruction will focus on theory, critique style, and the creation of projects through

the use of hand tools and woodworking machines. Traditional design and career opportunities are also explored.

### **Advanced Woodworking**

**Credits 5.00, Grades 10-12**

**Prerequisite:** *Woodworking*

This course provides an opportunity for the student to gain experience in more advanced fundamentals of woodworking, cabinet making, and carpentry. Instruction for students with advanced training and ability is provided. Students can gain experience in the more advanced areas of woodworking, including furniture, advanced cabinet making, laminations, bending wood, wood finishes, upholstery, pattern making, carpentry, and manufacturing procedures. The study of residential design and construction is emphasized.

### **Auto Maintenance and Repair**

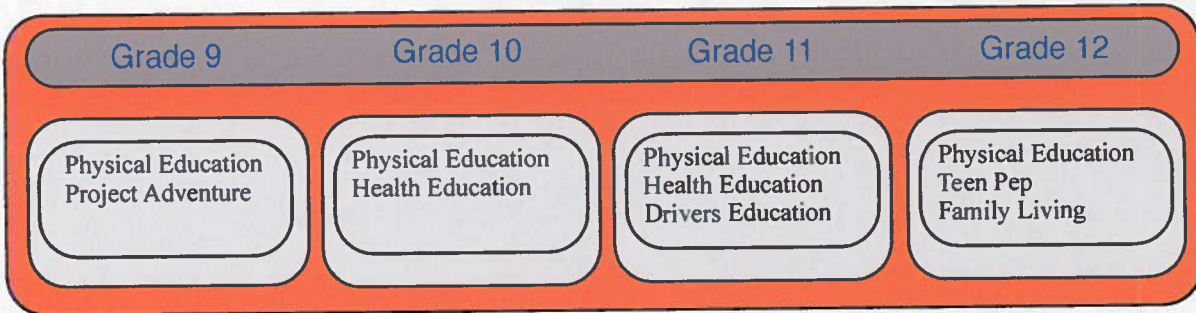
**Credits 2.50, Grades 9-12**

This is a one semester elective designed to provide students with the basic knowledge and skills to maintain and repair some of the most common problems that occur in the home. Students will learn proper safety techniques and the proper use of small hand and power tools, while exploring topics such as plumbing, electricity, and carpentry.



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# PHYSICAL EDUCATION & HEALTH



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## Physical Education

**Credits 5.00, Grades 9-12**

Physical Education is an integral part of general education; therefore, its goals are compatible with the basic aims of education. The Physical Education program is concerned with the physical, mental, social and emotional growth of the child. The program provides an opportunity for the development of organic power, physical fitness and an appreciation of Physical Education for both boys and girls on an equal basis. In accordance with the philosophy of Fort Lee High School, our Physical Education program endeavors to develop the capacities and abilities of all youth so that each may develop his/her potential to the fullest and thereby make his/her greatest possible contribution to society. Our Physical Education activities are directed to the physical, social, emotional and recreational growth of every student in the Fort Lee School System.

## Teen Pep

**Credits 5.00, Grade 12**

***Prerequisite: Students will be selected based on their applications, performance in the interviews, as well as faculty evaluations.***

Teen PEP is a full-year senior health course (taken in place of 12th grade PE/Family Life) which focuses on teen sexual health issues.

Students are trained as peer educators and conduct outreach workshops for the school and the community addressing topics such as STDs, HIV/AIDS, pregnancy, homophobia and dating violence. Students interested in taking this course must submit an application (early in the 3rd marking period) following a Teen PEP assembly presented to juniors. They will then participate in two interviews with the Teen PEP advisors.

## Family Living

**Grade 12**

Family Living Education is taught at the twelfth grade level. It focuses on adolescent concerns regarding growth and sexual development; masculine and feminine roles in the family and society; developing mature relationships; pregnancy and sexually transmitted diseases; the family in today's society; relationships in young adults; pregnancy and birth; parenting and aging; death and dying.

## Health Education

**Grades 9&11**

The program includes units on cardio-respiratory fitness; flexibility; body composition; muscle strength and endurance; motor skills; and nutrition & CPR.



## **Driver Education**

### **Grade 10**

Grade 10 students are assigned to Driver Education as part of their Physical Education course. Seniors who missed the opportunity may also take the course.

## **Health Education**

### **Grade 9**

Health Education is required for all students in grade 9. The program includes units on Alcohol & Drug Use and Abuse, Smoking, Physical, Emotional and Social Needs of Children; Problems of Adolescence; Mental Health; Suicide Prevention; Stress; Sexual Attitudes and Values, HIV, AIDS, STDs, Interpersonal Relationships; Nutrition and Eating Disorders.

## **Project Adventure**

### **Grade 9**

This is a required course for all freshmen. Students are assigned to project Adventure for one marking period. The course is a blend of activities consisting of games, initiatives, trust activities, low elements and high elements.



## VISUAL & PERFORMING ARTS

Grade 9	Grade 10	Grade 11	Grade 12
Art History Art I Beginning Chorus Chorus Band (Wind & Percussions) Instrumental Lessons: Winds, Strings, and Percussion Beginning/Novice Band Orchestra Honor Wind Ensemble (Wind & Percussion) Piano Lab	Art History Art I Art II Art III Beginning Chorus Band (Wind & Percussions) Instrumental Lessons: Winds, Strings, and Percussion Beginning/Novice Band Orchestra Chorus Chorus Honors Ensemble (Wind & Percussion) Piano Lab	Art History Art I Art II Art III Art IV Crafts I Crafts Independent Beginning Chorus Band (Wind & Percussions) Instrumental Lessons: Winds, Strings, and Percussion Orchestra Chorus Chorus Honors Ensemble (Wind & Percussion) Piano Lab	Art History Art I Art II Art III Art IV Crafts I Crafts Independent Beginning Chorus Band (Wind & Percussions) Instrumental Lessons: Winds, Strings, and Percussion Orchestra Chorus Chorus Honors Ensemble (Wind & Percussion) Piano Lab

\* Level I and II courses are available for grades 11 and 12 to offer a rich variety of electives to juniors and seniors who may choose to experience a visual/performing art prior to graduation.

## FINE ARTS

### **Art History**

**Credits 5.00, Grades 9-12**

This full year course explores traditional art history, along with the history of cartooning, comics, illustration, performance art, film, and animation. It is an in-class project-based course that includes art history games, films on each subject, and imaginative and creative thinking.

### **Art I**

**Credits 5.00, Grades 9-12**

Art I is a basic art course stressing fundamentals of design and organization. This is an introductory and exploratory course providing an opportunity for students to increase aesthetic awareness, work with different materials, and acquire knowledge of artistic styles and influences. The areas covered in Art I may include perspective, drawing, shading and pencil rendering, block printing, pen and ink techniques, calligraphy, paper mosaic, watercolor, and tempera painting.



## **Art II**

**Credits 5.00, Grades 10-12**

**Prerequisite: Art I**

This is a continuation of Art with an emphasis on exploration of various media and techniques. Design and composition are key in working with acrylic paint, drawing, and collage, two and three dimensional design, copper repousse, and scratchboard.

## **Art III**

**Credits 5.00, Grades 10-12**

This is an advanced art course for those students who intend to pursue a career in the art field or those interested in art as an avocation with an emphasis on design principles, drawing, painting, sculpture, portfolio preparation and experimentation with multi-media. A visit to an art museum each marking period is required.

## **Art IV**

**Credits 5.00, Grades 11-12**

**Prerequisite: Teacher Recommendation**

A course designed for advanced students who desire more intensive work and more class time in art. Art IV students may double up and take Art III and Art IV in the same school year. Using their previous foundation, students will explore more complex projects in a wide range of media. Portfolio preparation, sketchbook homework assignments, museum trips, and the creation of an art and literary magazine are stressed.

## **Crafts I**

**Credits 5.00, Grades 11-12**

This is an elective course for juniors and seniors. The course is designed to expand students' knowledge in several craft areas (leather, stained glass, ceramics, copper enameling and jewelry making) on a non-vocational level. It is also designed for art majors who might elect the course along with Art III or Art IV so they may gain some experience in areas not included in other art courses.

## **Crafts Independent**

**Credits 5.00, Grades 11-12**

**Prerequisite: Completion of crafts I with at least an A average.**

This class permits the student to continue his or her experiences in crafts. The student will work on a contract basis with the teacher during the regular crafts classes. Students will be encouraged to work in greater depth in any of the disciplines they have learned and/or investigate new areas by themselves.

# **MUSIC**

## **Beginning Chorus**

**Credits 5.00, Grades 9-12**

**Prerequisite: No experience is needed.**

This course is recommended for students who are interested in singing but cannot read or count music. Beginning chorus instructs students in the basics of counting, reading and vocalizing.

## **Band (Wind & Percussion)**

**Credits 5.00, Grades 9-12**

**Prerequisite: Participation in the Marching Band**

Students may develop their musical skills through participation in one or more of the following units: symphonic band, woodwind ensemble, brass ensemble, percussion ensemble, or related ensemble. This experience focuses on working with a group toward a common musical goal. The band curriculum includes Marching Band which is a mandatory element of the wind/ percussion program. Any exception to this rule will be made by the band director.

## **Instrumental Lessons: Winds, Strings and Percussion**

**Credits 1.00, Grades 9-12**

**Prerequisite: Participation in Band and Orchestra**

This course provides group lessons on a concert instrument in homogeneous and heterogeneous groupings. This is a co-requisite with band and orchestra. An opportunity to begin to play an instrument is also offered.

Students will work on:

- Levels of progress;
- Individual material;
- Completion of individual progress reports;
- Ensemble music.

### **Beginning/Novice Band**

**Credits 1.00, Grades 9-10**

**Prerequisite: Participation in Marching Band**

Wind instruction for students new to the instruments. This class meets daily to develop basic technical and cognitive skills. Class is run in an ensemble format.

### **Orchestra**

**Credits 5.00, Grades 9-12**

Membership in the orchestra provides students with an opportunity to study works by baroque, romantic, classical, and contemporary composers. Small group lessons are held on a rotating basis to enhance student musicianship. An after school ensemble rehearsal is held one day per week. The orchestra performs at several concerts throughout the year including the biennial "Pops" Concert and Circle-of-the-Arts Festival. Small orchestral ensembles have the opportunity to perform on a number of other occasions.

### **Chorus**

**Credits 5.00, Grades 9-12**

Membership in chorus provides students with an opportunity to develop vocal skills, study a variety of repertoire, and enhance creative and aesthetic awareness in a choral ensemble setting. The chorus performs in the Holiday and Spring Concerts and members also perform in the Circle-of-the-Arts Festival and the "Pops" concert. In addition, other performances may take place at Senior Citizens Concerts and various choral days. The opportunity for qualified students to audition for area honors choruses such as the Bergen County Chorus is also provided.

### **Chorus Honors**

**Credits 5.00, Grades 10-12**

Students must be recommended by the vocal instructor prior to enrolling in this course. Sight singing, dictation and solfège are included in this class. Students will study many different styles and periods of music, along with writing a music research paper. Students will be required to attend some rehearsals after school. Multiple performances will be scheduled throughout the year and students must be available during off school hours. This class is an Honors class and, as such, is weighted.

### **Wind Ensemble (Wind & Percussion) Honors**

**Credits 5.00, Grades 9-12**

**Prerequisite: Teacher recommendation**

Intermediate/advanced level playing is required for this course. Students will practice and perform music written for the wind ensemble. The band curriculum includes Marching Band which is a mandatory element of the wind/percussion program. Any exception to this rule will be made by the band director.

### **Piano Lab**

**Credits 5.00, Grades 9-12**

Students at the basic or beginning level of experience can gain valuable experience playing piano in the keyboard lab. Instruction is adjusted to meet each individual student's abilities.

### **AP Music Theory**

**Credits 5.00, Grades 9-12**

From Bach to Rock! AP Music Theory covers how music is structured and heard, from the time of Bach to modern day rock n' roll. The course includes listening and analyzing music (aural and written) and sightsinging. Students also have the opportunity to write their own music compositions that are performed for the class and for audiences! Take the AP Music Theory class and open yourself to a whole new way of listening to music.



# WORLD LANGUAGE

	Grade 9	Grade 10	Grade 11	Grade 12
IB	Level 2 Spanish Level 2 Italian	Level 3 Spanish Level 3 Italian Level 3 Spanish Honors Level 3 Italian Honors	Spanish IB (First year 1)	Spanish IB (Second Year)
Honors	Level 2 Spanish Honors Level 2 Italian Honors	Level 3 Spanish Honors Level 3 Italian Honors	Level 4 Spanish Honors Level 4 Italian Honors	Level 4 Spanish Honors Level 4 Italian Honors
College Prep	Level 1 Spanish Level 1 Italian Level 2 Spanish Level 2 Italian	Level 2 Spanish Level 2 Italian Level 3 Spanish Level 3 Italian Level 3 Spanish Honors Level 3 Italian Honors Level 3 Honors	Level 3 Spanish Level 3 Italian Level 4 Spanish Level 4 Italian Level 4 Spanish Honors Level 4 Italian Honors	Level 4 Spanish Level 4 Italian Level 4 Spanish Honors Level 4 Italian Honors
AP	Level 2 Spanish Level 2 Italian	Level 3 Spanish Level 3 Italian Level 3 Spanish Honors Level 3 Italian Honors	Level 4 Spanish Level 4 Italian Level 4 Spanish Honors Level 4 Italian Honors	Spanish AP

The aim of instruction in world languages is to develop the skills of listening, speaking, reading, and writing as a means of effective communication. Also, it is intended to develop, in our students, an

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understanding of foreign people and their culture. Most colleges require at least two years of a foreign language. The State of New Jersey recommends that students be encouraged to continue the World Language program begun in Middle School for four years. He/she may plan for a four-year program in Spanish or Italian. The ultimate length of the sequence in languages will depend upon future registration. All students should plan on a three to four-year high school sequence as well as the study of a possible second foreign language.

Honors and AP courses for Spanish and Italian are created as necessary contingent upon enrollment. Placement will be determined by the World Language staff with concurrence of the school guidance counselor and grouping criteria.

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### **Level 1: Spanish I & Italian I**

**Credits 5.00**

A Level 1 course fosters the development of the basic language skills and vocabulary needed for everyday use and classroom participation. Music, short reading passages, dictations and dialogues are taught to help the student master basic linguistic structures. The cultural aspect of foreign language study at this level deals with features of everyday life in the foreign country. Some instruction will be presented in target language.

### **Level 2: Spanish II and Italian II**

**Credits 5.00**

*Prerequisite: Level 1 Course*

Courses at this level are a continuation of Level 1. This course broadens students' ability in listening, speaking, reading, and writing the foreign language. At the completion of Level 2, knowledge of the basic vocabulary, phrases and structures will have considerably increased. Reading comprehension skills are strengthened by the introduction of easy or adapted reading materials. More specific knowledge of the culture of the foreign country is sought at this level. Some research is required regarding the life, customs, history, and geography of countries that use the target language. This course is conducted mostly in the target language.

### **Level 3: Spanish III, Italian III**

**Credits 5.00**

*Prerequisite: Level 2 Course*

Level 3 courses continue to pursue the same objectives as Level I and II. There is a thematic based approach requiring students to communicate in authentic activities using appropriate phrases and structures. Expectations of student performance increase as linguistic skills become more challenging. Cultural reading material of increasing literary merit is read and analyzed both orally and in writing. Literary selections are supplemented by outside reading in the foreign language. The classes are conducted primarily in the target language. Students considering more competitive colleges are strongly urged to enroll in the third and fourth level of language study.

### **Level 4: Spanish IV, Italian IV**

**Credits 5.00**

*Prerequisite: Level 3 Course*

At this advanced level of language study emphasis is placed on using and strengthening the skills learned during previous years. Important historical events and some literary masterpieces are examined in target language. Knowledge and appreciation of historical and cultural events is developed. Individual outside reading in the foreign language is required. Expectations of student performance increase as linguistic skills become more challenging. The classes are conducted entirely in the target language.



## Levels 3 and 4 Spanish, Italian Honors

Credits 5.00

*Prerequisite: Level 2 or 3 Course*

Honors classes for Levels 3 and 4 in Spanish and Italian are offered to students who meet grouping criteria. Expectations of student performance increase as linguistic skills become more challenging. The same curriculum as the regular sections is presented. The course moves faster, allowing more time for the expansion of topics by means of challenging communicative and cultural activities. Students will be required to work independently. Students are expected to follow lessons conducted in the target language.

## Advance Placement Spanish

Credits 5.00

*Prerequisite: Teacher Recommendation*

Advanced Placement emphasizes strengthening the language skills of listening, speaking, reading and writing. The classes are conducted entirely in the foreign language; grammar is reviewed and historical and literary texts are analyzed. The course of study is geared toward the Advanced Placement Examination, which students are required to take. Students must meet eligibility requirements. Students are expected to follow lessons conducted in the target language.



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# SPECIAL PROGRAMS

## GROUP GUIDANCE AND CAREER PROGRAMS

In addition to individual counseling, counselors visit classes and work with various groups of students (Grades 9-12) to give them information and guidance in the following areas:

- Orientation for incoming 9th Grade students
- Standardized Tests -- PSAT, SAT, ACT, NJPASS, HSPA
- Career planning
- The high school curriculum
- Information on colleges
- Information on career and technical schools
- Career opportunities relating to school subjects

These group sessions with counselors are available to all students at the appropriate stages of their academic and career development. Counselors invite guest speakers from various careers, colleges and financial aid offices to participate in these group sessions.

All 10th grade students are introduced to career exploration and given current information on careers of their choice. All 11th and 12th grade students are helped with career and college search procedures.



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## **SPECIAL EDUCATION**

Scheduling for special education students is a collaborative process between the student's guidance counselor and Child Study Team case manager. Fort Lee High school has a full Child Study Team which consists of a School Psychologist, Learning Disabilities Teacher Consultant and School Social Worker. The Child Study Team assists in the educational planning and programs for the special education students.

Special education students are awarded a variety of supports based upon their individual needs as stated in their Individualized Education Plan (IEP). The Fort Lee Board of Education is responsible for utilizing the least restrictive environment for the student who requires special education support placements.  
Collaborative Classes

A Collaborative Class is a general education class having two teachers (one general education teacher and one special education teacher). Both teachers are responsible for teaching the course content. It is the special education teacher who ensures the special education student fully understands the material by making the necessary accommodations and modifications as stated in their Individual Education Plan.  
Resource Center Classes

A Resource Center class is one with a smaller number of students and is taught by a special education teacher. Course content remains the same as the general education curriculum. However, specialized strategies and techniques are provided as learning is geared toward the student's individualized learning style.

## **BERGEN COUNTY VOCATIONAL & TECHNICAL SCHOOL A.M. & P.M. SATELLITE PROGRAMS**

Vocational programs are offered at the Bergen County Satellite School located in Teterboro and/or Paramus. Students may apply for either the shared time or full day program. Students enrolled in the shared time program will attend the satellite school for approximately two and a half hours a day and complete their studies at Fort Lee High School the rest of the day.

Fort Lee High School students enrolled in the satellite school program remain official students of Fort Lee High School and may take part in clubs and athletics, receive credits from Fort Lee High School as well as from the satellite school, and then graduate from Fort Lee High School. Students interested should discuss the advantages of the satellite program with their counselor. More information about specific programs, Open House events, the application process, etc. may be found at <http://bcts.bergen.org>

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# HONORS AND ADVANCED PLACEMENT (AP) ENTRY CRITERIA

Placement in an Honors or Advanced Placement course will be based on all three criteria below:

1. Standardized test results      2. Present academic achievement      3. Teacher recommendation

\* Students who would like to take an Advanced Placement course, yet do not meet the three criteria above, may choose to participate in the Appeals Process. Students will not be able to sign a waiver and be conditionally admitted.

\*\* Students who would like to take an Honors course and do not meet the criteria above, may sign a waiver to be conditionally admitted. These students will automatically be placed on Academic Probation. If at least an 80 average is not achieved in the 1<sup>st</sup> marking period, she/he will be removed from the course and placed in the next level course. A student's schedule may change, as a result.

\*\*\* All Advanced Placement students who do not achieve at least an 80 average in the 1<sup>st</sup> marking period, will be placed on Academic Probation. Then, if the student does not earn at least an 80 average in the 2<sup>nd</sup> marking period, she/he will be removed from the course. Every effort will be made to place the student in the next highest level course as opposed to a Study Hall, but the student's schedule may change.

\*\*\*\* Students who do not complete the Advanced Placement summer assignment(s) will be removed from the course.

## STANDARDIZED TEST RESULTS

### English and History

#### **Incoming 9th grade:**

NJASK 7 or 8 LAL score of 240 and above.

-An Advanced Proficient score from another standardized test may be considered if NJASK was not taken.

#### **Incoming 10th grade:**

NJASK 8 LAL score of 240 and above or NJPASS 9 LAL score of Advanced Proficient

-An Advanced Proficient score from another standardized test may be considered if NJASK or NJPASS was not taken.

#### **Incoming 11th-12th grades:**

NJPASS 9 or 10 LAL score of Advanced Proficient.

-An Advanced Proficient score from another standardized test may be considered if NJPASS was not taken.

**OR**

- PSAT CR&W score of 106 and above for AP Language
- PSAT CR&W score of 111 and for AP Literature
- PSAT CR&W&M score of 181 and above for AP Government
- PSAT CR&W&M score of 151 and above for AP Psychology
- PSAT CR&W&M score of 171 and above for AP US History 2
- PSAT CR&M score of 106 or higher for AP World History



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\*CR&W=Critical Reading and Writing, CR&W&M=Critical Reading, Writing, and Math  
CR&M=Critical Reading and Math

**OR**

SAT Critical Reading score of 520 and above and Writing score of 520 and above for Honors.  
SAT Critical Reading score of 600 and above and Writing score of 590 and above for Advanced Placement.

**OR**

ACT Reading score of 22 for Honors.  
ACT Reading score of 27 for Advanced Placement.

### **World Language**

**Incoming 9th grade:**

NJASK 7 or 8 LAL score of 240 and above  
-An Advanced Proficient score from another standardized test may be considered if NJASK was not taken.

**Incoming 10th grade:**

NJASK 8 LAL score of 240 and above or NJPASS 9 score of Advanced Proficient  
An Advanced Proficient score from another standardized test may be considered if NJASK or NJPASS was not taken.

**Incoming 11th-12th grades:**

NJPASS 9 or 10 LAL score of Advanced Proficient

**OR**

PSAT CR&W average of 61 and above for Advanced Placement

**OR**

SAT Critical Reading score of 520 and above and Writing score of 520 and above for Honors.  
SAT Critical Reading score of 600 and above and Writing score of 590 and above for Advanced Placement

**OR**

ACT score of 22 for Honors  
ACT score of 27 for Advanced Placement

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## Math

### Incoming 9th grade:

NJASK 7 or 8 Math score of 240 and above

-An Advanced Proficient score from another standardized test may be considered if NJASK was not taken.

### Incoming 10th grade:

NJASK 8 Math score of 240 and above or NJPASS 9 Math score of Advanced Proficient.

\* An Advanced Proficient score from another standardized test may be considered if NJASK or NJPASS was not taken.

### Incoming 11th-12th grades:

NJPASS 9 or 10 Math score of Advanced Proficient or HSPA Math score of Advanced Proficient

-An Advanced Proficient score from another standardized test may be considered if NJPASS or HSPA was not taken.

**OR**

PSAT Math score of 56 and above or SAT Math score of 560 and above or ACT Math score of 22 for Honors.

PSAT Math score of 61 and above or SAT Math score of 610 and above or ACT Math score of 24 for Advanced Placement.

## Science

### Incoming 9th grade:

\*Environmental Science Honors is not offered. Students who completed Science 8 Honors may be eligible to take Honors Biology if the following is earned, in addition to the other two criteria.

NJASK 7 or 8 LA or Math score of 240 and above or NJASK 8 Science score of 240 and above

\*An Advanced Proficient score from another standardized test may be considered if NJASK was not taken.

### Incoming 10th grade:

NJASK 8 Science score of 240 and above or NJPASS 9 LA or Math score of Advanced Proficient

\*An Advanced Proficient score from another standardized test may be considered if NJASK or NJPASS was not taken.

### Incoming 11th-12th grades:

NJPASS 9 or 10 Math score of Advanced Proficient

**OR**

- PSAT Math score of 111 and above for Honors Biology.
- PSAT Math score of 56 and above for Honors Chemistry.
- PSAT Math score of 56 for Honors Physics.
- PSAT CR&Math score of 116 and above for AP Biology.
- PSAT Math score of 61 and above for AP Chemistry.
- PSAT Math score of 61 and above for AP Physics.

**OR**

SAT Math score of 560 or ACT Math score of 22 for Honors

SAT Math score of 610 or ACT Math score of 24 for Advanced Placement.



## Present Achievement

A student must achieve the averages(s) below in his/her current course in order to be eligible for placement in Honors and/or Advanced Placement courses.

Current Course Level	Desired Course Level	Grade
Regular	Honors	93 average and above
Regular	Advanced Placement	97 average and above
Honors	Honors	83 average and above
Honors	Advanced Placement	87 average and above
Advanced Placement	Advanced Placement	83 average and above

The final 1<sup>st</sup> and 2<sup>nd</sup> marking period grades + the midterm grade will be used to calculate the average

## Appeals Process

Students and/or parents may appeal the grouping placement. The Appeals Committee will be composed of the following:

- Administrators
- Counselors
- Content area teachers
- Guidance Department Faculty Coordinator

The decision of the Appeals Committee will be final.

Appeal documentation must be submitted to the Guidance Department by: **March 28, 2013**

Decisions will be made by: **April 30<sup>th</sup>**.

\*Deadlines subject to change at administration's discretion.

Students must earn the appropriate number of points, as outlined in the Appeals Rubric. It is the student's responsibility to collect all data needed for submission. Failure to meet the deadline will automatically disqualify the student from consideration.

\*Under special circumstances, teachers, counselors, or student support personnel may initiate an appeal.

**\*\*Passing the Appeals Process does not guarantee placement in courses. Enrollment in courses is subject to space availability. Priority will be given in grade order, starting with seniors**

**FORT LEE HIGH SCHOOL**  
**HONORS AND ADVANCED PLACEMENT FORM**

Students must complete this form for each Honors and AP course requested and return it to their School Counselor.

Name of Student: \_\_\_\_\_ Gr. \_\_\_\_\_ Date: \_\_\_\_\_ Counselor: \_\_\_\_\_

Students must achieve teacher recommendation, appropriate standardized test scores, and present academic achievement in order to be placed in requested Honors and Advanced Placement courses. If all three are not met, a student may elect to participate in the Appeals Process. With the exception of incoming 9<sup>th</sup> graders, students may waive into Honors courses, but not AP courses.

Current Course	Course Requested	Present Achievement Grade*See Chart	Teacher Recommendation
			I recommend student Yes No Teacher's Signature:
			I recommend student Yes No Teacher's Signature:
			I recommend student Yes No Teacher's Signature:
			I recommend student Yes No Teacher's Signature:
			I recommend student Yes No Teacher's Signature:

Standardized Test Scores: Fill in the score for only the exam in which you met the minimum passing criteria. See attached for acceptable scores.

NJASK 7 LAL \_\_\_\_\_ NJASK 7 Math \_\_\_\_\_ NJASK 8 LAL \_\_\_\_\_ NJASK 8 Math \_\_\_\_\_ NJASK 8 Science \_\_\_\_\_

NJPASS 9 LAL \_\_\_\_\_ NJPASS 9 Math \_\_\_\_\_ NJPASS 10 LAL \_\_\_\_\_ NJPASS 10 Math \_\_\_\_\_

ACT Reading \_\_\_\_\_ ACT Math \_\_\_\_\_ PSAT CR&W \_\_\_\_\_ CR&W&M \_\_\_\_\_ CR&M \_\_\_\_\_ Math \_\_\_\_\_

SAT CR \_\_\_\_\_ SAT Writing \_\_\_\_\_ SAT Math \_\_\_\_\_ HSPA LAL \_\_\_\_\_ HSPA Math \_\_\_\_\_ Other Standardized Test score: \_\_\_\_\_ Name of the test: \_\_\_\_\_

.....  
 Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_ All 3 signatures verify the information is correct.



FORT LEE HIGH SCHOOL

HONORS COURSE WAIVER REQUEST FORM  
GRADES 10-12

Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Current Course	Requested Course

1. A student entering an Honor's level course through the use of the waiver form must maintain a minimum average of 80. A student earning less than an 80 by the end of the 1st marking period, will be placed in the next level course. A student's schedule may change, as a result.
2. Placement in an Honors level course through the use of the waiver form will be subject to classroom seat availability.
3. No waiver form requests will be accepted after March 28, 2013.  
\*Original date was 4.1.13. However, due Spring recess, the last day to submit documentation is March 28, 2013.

I understand that my child did not meet the entry criteria needed for Honors level referral and accept the criteria above.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
Date

**CRITERIA FOR EVALUATION OF AP COURSE ELIGIBILITY- GRADES 9-12**  
English, History, World Language, and Math

The Fort Lee School District seeks to ensure that students are academically, socially, and emotionally successful in school so that they are best able to learn and develop the skills necessary for achievement in life.

The evaluation of a student for the AP and Honors programs is a comprehensive process taking both quantitative and qualitative measures into account. The matrix below outlines the evaluation and decision-making process.

Evaluative Area	Measure	Criteria	Points
Teacher Input	Renzulli Hartman Rating Scale	Observation of student's learning, motivation, organizational skills, commitment, and creativity  Evaluation by any current core content area teacher will be accepted (English, Social Studies, Science, Math)	152-125 = 15 points 124-100 = 10 points 99-75 = 5 points 74-50 = 3 points 49 below = 0 points
Yearly Average	Scholastic Report Card Average	Average of previous school year All Courses taken in previous school year are included in this calculation.	100-95 = 15 points 94-90 = 10 points 89-85 = 5 points 84-84 = 1 point
Content Pre-requisite Average	Current Year Course Content Related	See Present Achievement Chart in AP & Honors Placement Packet for Entry criteria	15 points
Standardized Testing	NJASK 7 or 8 NJPASS 9 or 10	Must achieve score between 240 - 300 range on NJASK NJPASS scores: Basic, Proficient, and Advanced Proficient (See Present Achievement Chart in AP & Honors Placement Packet for Entry criteria)	NJASK 290-300 = 15 points 280-289 = 12 points 270-279 = 10 points 260-269 = 6 points 250-259 = 3 points 240-249 = 1 point  NJPASS AP = 15 points P = 7 points B = 1 point
Standardized Testing	PSAT Equivalent Score	106 or higher for AP Language 111 or higher for AP Literature 181 or higher for AP Government 151 or higher for AP Psychology 106 or higher for AP World Language	15 points
Student Ratings	Checklist	Self-Evaluation	84-74 = 5 points 73-63 = 4 points 62-52 = 3 points 51-41 = 2 points 40-30 = 1 point

- A total score of 55 points is necessary for qualification.



Student's Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_ Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

A student who has elected to participate in the Appeals Process, must complete this form and return it to his/her school counselor by March 28<sup>th</sup>. Enrollment in a course will be based on space availability

All Advanced Placement students who do not achieve at least an 80 average in the 1<sup>st</sup> marking period will be placed on Academic Probation. Then, if the student does not earn at least an 80 average in the 2<sup>nd</sup> marking period, she/he will be removed from the course. Every effort will be made to place the student in the next highest level course as opposed to a Study Hall, but the student's schedule may change.

Students who do not complete the Advanced Placement summer assignment(s) will be removed from the course.

Current course: \_\_\_\_\_ Requested Course: \_\_\_\_\_

Evaluation Area	Points Earned
Teacher Input	
Standardized Testing	
Yearly Grade Average (up to mp 1)	
Pre Requisite Course Gr.	
Student Rating	
Total Points Earned	

A total of 55 points must be earned for qualification.

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**CRITERIA FOR EVALUATION OF HONORS Course Eligibility – Incoming GRADE 9**  
**Grade 8 – English, History, World Language, Math**

The Fort Lee School District seeks to ensure that students are academically, socially, and emotionally successful in school so that they are best able to learn and develop the skills necessary for achievement in life.

The evaluation of a student for the AP and Honors programs is a comprehensive process taking both quantitative and qualitative measures into account. The matrix below outlines the evaluation and decision-making process.

<b>Evaluative Area</b>	<b>Measure</b>	<b>Criteria</b>	<b>Points</b>
Teacher Input	Renzulli Hartman Rating Scale	Observation of student's learning, motivation, organizational skills, commitment, and creativity	152 -125 = 15 points 124-100 = 10 points 99-75 = 5 points 74-50 = 3 points 49-below = 0 points
Standardized Testing *	NJASK 7 or 8 LAL	Must achieve score between 240 - 300 range	290-300 = 15 points 280-289 = 10 points 270-279 = 12 points 260-269 = 6 points 250-259 = 3 points 240-249 = 1 point
Yearly Grade Average (up through MP 1)	Scholastic Report Card	Overall average of all courses taken in grade 7 (Exams are not included in this calculation)	95-100 = 15 points 90-94 = 10 points 93-89 = 5 points 86-88 = 3 points 80 -85 = 1 point
Pre-Requisite Course Grade	Current Year Course Scholastic Average	Average score of current course	95-100 = 15 points 90-94 = 10 points 93-89-93 = 5 points 86-88 = 3 points 80 -85 = 1 point
Parent Rating	Parent Checklist	Observation of student's learning, motivation, organizational skills, commitment, and creativity	4-6 = 6 points 2-3 = 3 points 0-1 = 1 point
Student Rating	Student Checklist	Observation of student's learning, motivation, organizational skills, commitment, and creativity	84-74 = 5 points 73-63 = 4 points 62-52 = 3 points 51 - 41 = 2 points 40-30 = 1 point

**A total of 45 points is necessary for qualification**

**Other standardized test scores will be accepted for transfer students.**



# Fort Lee Public Schools

School Counseling Services

Appendix A

(Please see Counselor for official request form)

## SCHEDULE CHANGE REQUEST

Student \_\_\_\_\_

Grade \_\_\_\_\_

Guidance Counselor \_\_\_\_\_

Counselors will be available prior to the first day of school and during the first 10 days of school to process schedule corrections. All schedule change requests must be accompanied by a Schedule Change Request form that is completed and signed by the student and parent/guardian. The Schedule Change Request form must be submitted to the student's counselor prior to the deadline. Schedule changes will be permitted only if one or more of the following criteria are met:

- Student is enrolled in the wrong course;
- Student is missing a required subject/course;
- Student went to summer school (and passed) for a scheduled course;
- Student already took a scheduled course;
- Student was notified in writing by a college that a specific course is necessary for admission (must produce college letter);

The following schedule change requests will not be permitted

- Teacher preference;
- Lunch preference;
- Period 1 or 2 schedule preference;
- An interest in joining friends in a particular class;
- Or any combination of the above.

Schedule Change requests will not be accepted after the first 10 days of school.

Current Course	Course Requested
Reason for request:	

**My signature indicates that I have read, understand and agree to the terms of this request.**

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**\*\*This area is for use by the Guidance Department\*\***

Date received:	Approved      Denied	Counselor's Signature:
Reason if denied:		

cc: Student's Guidance File

# Fort Lee Public Schools

School Counseling Services

Appendix B

(Please see Counselor for official request form)

## COURSE LEVEL CHANGE REQUEST

Student \_\_\_\_\_

Grade \_\_\_\_\_

Guidance Counselor \_\_\_\_\_

One Course Level Change Request per form

### Course Level Change

A student may request to change course levels (drop a level) within the same course, e.g., AP/Honors to College Preparatory Level or College Preparatory Level to Essentials Level within 10 days of the posting of the First Marking Period Interim Report. The request must be accompanied by a Course Level Change request form that is completed and signed by the student, parent/guardian, both teachers, department supervisor, and guidance counselor. A Course Level Change request form for a Semester Course must be submitted within the first 15 days of the Semester. All Course Level Change requests are subject to administrative approval and course availability. Course Level Change requests may not be approved if the request requires multiple course changes in the student's schedule. Course Level Change requests will not be accepted after the aforementioned Full Year and Semester deadlines.

Current Course, Period and Teacher	Course Requested
Current Course Average: _____	
Reason for request: _____	

My signature indicates that I have read, understand and agree to the terms of this request.

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Current Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

**\*\*This area is for use by the Guidance Department\*\***

Date received: Approved _____ Denied _____	Counselor's Signature: _____
Reason if denied: _____	

cc: Student's Guidance File



# Fort Lee Public Schools

School Counseling Services

Appendix C  
(Please see Counselor for official request form)

## COURSE WITHDRAWAL REQUEST

Student \_\_\_\_\_

Grade \_\_\_\_\_

Guidance Counselor \_\_\_\_\_

**One Course Withdrawal Request per form**

**Course Withdrawal**

A student may request to withdraw from a course. The request must be accompanied by a Course Withdrawal request form that is completed and signed by the student, parent/guardian, the teacher, department supervisor, and guidance counselor and after a parent/guardian conference with the counselor (telephone conferences are acceptable). Withdrawal from a course will result in the loss of credit for the course. The course may not be replaced by a credit bearing course. A Course Withdrawal may not be accompanied by a request to conduct a schedule change. The student's schedule will remain intact and the withdrawn course will be replaced by a non-credit bearing assignment. Requests to conduct a Course Withdrawal are subject to the availability of a non-credit bearing assignment the same period as the withdrawn course. In the event that a non-credit bearing assignment is not available during the same period of the withdrawn course, then the student may be required to stay in the course.

**Withdrawal from a Full Year Course**

A student may request to withdraw from a Full Year course within ten days after the posting of First Marking Period Report Card. Withdrawal from a Full Year course within ten days after the posting of the First Marking Period Report Card will result in no record of the course on the student's transcript. Withdrawal from a Full Year Course after the deadline and prior to the posting of the Second Marking Period Interim Report will be recorded as a WD on the student's transcript. Withdrawal from a Full Year Course after the posting of the Second Marking Period Interim Report will be recorded as a WF on the student's transcript.

**Withdrawal from a Semester Course**

A student may request to withdraw from a Semester course within ten days after the posting of First Marking Period Interim Report for a Semester I course or within ten days after the posting of the Third Marking Period Interim Report for a Semester II course. Withdrawal from a Semester course within five school days after the posting of the First or Third Marking Period Interim Report will result in no record of the course on the student's transcript. Withdrawal from a Semester Course between the fifth and 15th days after the posting of the First or Third Marking Period Interim Report will be recorded as a WD on the student's transcript. Withdrawal from a Semester Course any time after 15 days of the posting of the First or Third Marking Period Interim Report will be recorded as a WF on the student's transcript.

Current Course, Period and Teacher	Non-Credit Bearing Assignment Request
Current Course Average: _____ Reason for Withdrawal Request: _____	

**My signature indicates that I have read, understand and agree to the terms of this request.**

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Current Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**\*\*This area is for use by the Guidance Department\*\***

Date received:	Approved      Denied	Counselor's Signature:
Reason if denied:		

cc: Student's Guidance File

# Fort Lee High School Graduation Planner

Student: \_\_\_\_\_

Graduation Year: \_\_\_\_\_

Subjects	120 Credits Required	Grade 9	Grade 10	Grade 11	Grade 12	Credits Earned
Language Arts	20	English 9	English 10	English 11	English 12	
Health & Physical Education	20	Health & Physical Education 9	Driver Education & Physical Education 10	Health & Physical Education 11	Health & Physical Education 12 or Teen Pep	
Mathematics	15	Algebra I	Geometry	Algebra II	Math or Elective	
Social Studies	15	US History I	US History II	World History	Social Studies or Elective	
Science	15	Environmental Science	Biology	Chemistry	Science or Elective	
World Language	5	World Language Level 1	World Language Level 2	World Language Level 3 or Elective	World Language Level 4 or Elective	
Visual/Performing Art	5	Visual/Performing Art, Practical Art or General Elective	Visual/Performing Art, Practical Art or General Elective	Visual/Performing Art, Practical Art or General Elective	Visual/Performing Art, Practical Art or General Elective	
Practical Art	5					
General Electives	12.5 (15 Class of 2014)					
Community Service	2.5	Community Service - 1 Semester/50 hours minimum required for graduation. Students may take multiple semesters of Community Service if so desired.				
Financial Literacy (Class of 2014)	2.5			Financial Literacy (Class of 2014)		
Creative Writing (Class of 2014)	2.5		Creative Writing (Class of 2014)			
<b>Total Credits Earned</b>						

Standardized Testing Must pass the HSPA or AHSA	Math		LA	
	Proficient/Adv. Proficient	Partially Proficient	Proficient/Adv. Proficient	Partially Proficient
NJ PASS Grade 9				
NJ PASS Grade 10				
HSPA Grade 11				
HSPA Grade 12 (if required)				
AHSA Grade 12 (if required)				



**APPROVAL OF MATHEMATICS PROGRAMS**

**BE IT RESOLVED**, that upon the recommendation of the Acting Superintendent of Schools, the Fort Lee Board of Education approves the following Mathematics Programs, as per the attached:

- The Glencoe Common Core aligned Math Accelerated program at Lewis F. Cole Middle School for 7<sup>th</sup> grade Pre-Algebra. This program will also be adopted for the 9<sup>th</sup> grade Essentials of Pre-Algebra course at Fort Lee High School.
- The Pearson Common Core aligned Algebra I and Geometry program at Lewis F. Cole Middle School for the 8<sup>th</sup> grade Algebra I or Geometry courses.

DATED: March 28, 2013  
Attachment

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MR. CARMELO LUPPINO	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH			X	
MR. JOSEPH SURACE			X	
MS. HELEN YOON			X	
MR. YUSANG PARK	X			



# School Education

**Quote For:**

Lewis F Cole Middle School  
 Will Diaz (wdiaz@flboe.com)  
 467 STILLWELL AVE  
 FORT LEE, NJ 07024

Subscription/MCH: Will Diaz (wdiaz@flboe.com)

Account Number: 371991  
 Site Number: 418375

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Please insert Heading 1	\$12,753.13	(\$757.93)	\$11,995.20

VALUE OF ALL MATERIALS	\$12,753.13
FREE MATERIALS	(\$757.93)
PRODUCT TOTAL*	\$11,995.20
ESTIMATED SHIPPING & HANDLING**	\$1,475.47
ESTIMATED TAX**	TBD
GRAND TOTAL*	\$13,470.67

\* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

\*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Comments:

**Erik Hein**

**Sales Representative**

Email: erik\_hein@mcgraw-hill.com

Send Order to: McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605 Phone: 1-800-334-7344 Fax: 1-800-953-8691

# 3CUR



**McGraw Hill School Education**

**Price Quote For:**

Lewis F Cole Middle School  
 Will Diaz (wdiaz@flboe.com)  
 467 STILLWELL AVE  
 FORT LEE, NJ 07024

Subscription/MCH: Will Diaz (wdiaz@flboe.com)  
 Sales Representative: Erik Hein  
 (erik\_hein@mcgraw-hill.com)

Account Number: 371991

Site Number: 418375

**Send Order to:**

McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605

Phone: 1-800-334-7344

Fax: 1-800-953-8691

\* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.  
 \*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
PTO-MIX GLENCOE MATH ACCELERATED 7 YEAR BUNDLE	978-0-07-664445-2	160	\$74.97	\$0.00	\$11,995.20
GLENCOE MATH ACCELERATED INTERACTIVE STUDY GUIDE SE	978-0-07-664448-3	1	\$10.98	\$10.98	*Free Materials
GLENCOE MATH ACCELERATED TEACHER EDITION VOLUME 1	978-0-07-664447-6	1	\$39.99	\$39.99	*Free Materials
GLENCOE MATH ACCELERATED TEACHER EDITION VOLUME 2	978-0-07-664461-2	1	\$39.99	\$39.99	*Free Materials
GLENCOE MATH ACCELERATED ASSESSMENT MASTERS	978-0-07-664446-9	1	\$75.99	\$75.99	*Free Materials
ONLINE TEACHER EDITION 7 YEAR	978-0-07-6644896	1	\$259.98	\$259.98	*Free Materials
DATA PROJECTOR	978-0-07-891687-8	1	\$331.00	\$331.00	*Free Materials

VALUE OF ALL MATERIALS	\$12,753.13
FREE MATERIALS	(\$757.93)
PRODUCT TOTAL*	\$11,995.20
ESTIMATED SHIPPING & HANDLING**	\$1,475.47
ESTIMATED TAX**	TBD
GRAND TOTAL	\$13,470.67

**Comments:**

Any deviations in said quantities will make the terms and conditions of this quote null and void.

School Purchase Order Number:

\_\_\_\_\_  
 Name of School Official (Please Print)

\_\_\_\_\_  
 Signature of School Official



# School Education

**Quote For:**

Fort Lee High School  
 William Diaz (wdiaz@fboe.com)  
 3000 LEMOINE AVE  
 FORT LEE, NJ 07024

Subscription/MCH: William Diaz (wdiaz@fboe.com)

Account Number: 376871

Site Number: 423284

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Please insert Heading 1	\$9,086.83	(\$1,589.83)	\$7,497.00

VALUE OF ALL MATERIALS	\$9,086.83
FREE MATERIALS	(\$1,589.83)
PRODUCT TOTAL*	\$7,497.00
ESTIMATED SHIPPING & HANDLING**	\$949.01
ESTIMATED TAX**	TBD
GRAND TOTAL*	\$8,446.01

\* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

\*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Comments:

**Erik Hein**

**Sales Representative**

Email: erik\_hein@mcgraw-hill.com

Send Order to: McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605 Phone: 1-800-334-7344 Fax: 1-800-953-8691




**School Education**
**Price Quote For:**

Fort Lee High School  
 William Diaz (wdiaz@flboe.com)  
 3000 LEMOINE AVE  
 FORT LEE, NJ 07024

Subscription/MCH: William Diaz (wdiaz@flboe.com)  
 Sales Representative: Erik Hein  
 (erik\_hein@mcgraw-hill.com)

Account Number: 376871

Site Number: 423284

**Send Order to:**

McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605

Phone: 1-800-334-7344

Fax: 1-800-953-8691

\* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.  
 \*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
PTO-MIX GLENCOE MATH ACCELERATED 7 YEAR BUNDLE	978-0-07-664445-2	100	\$74.97	\$0.00	\$7,497.00
GLENCOE MATH ACCELERATED INTERACTIVE STUDY GUIDE SE	978-0-07-664448-3	1	\$10.98	\$10.98	*Free Materials
GLENCOE MATH ACCELERATED TEACHER EDITION VOLUME 1	978-0-07-664447-6	3	\$39.99	\$119.97	*Free Materials
GLENCOE MATH ACCELERATED TEACHER EDITION VOLUME 2	978-0-07-664461-2	3	\$39.99	\$119.97	*Free Materials
GLENCOE MATH ACCELERATED ASSESSMENT MASTERS	978-0-07-664446-9	3	\$75.99	\$227.97	*Free Materials
ONLINE TEACHER EDITION 7 YEAR	978-0-07-6644896	3	\$259.98	\$779.94	*Free Materials
DATA PROJECTOR	978-0-07-891687-8	1	\$331.00	\$331.00	*Free Materials

VALUE OF ALL MATERIALS	\$9,086.83
FREE MATERIALS	(\$1,589.83)
PRODUCT TOTAL*	\$7,497.00
ESTIMATED SHIPPING & HANDLING**	\$949.01
ESTIMATED TAX**	TBD
GRAND TOTAL	\$8,446.01

**Comments:**

Any deviations in said quantities will make the terms and conditions of this quote null and void.

School Purchase Order Number:

Name of School Official (Please Print)

Signature of School Official

PEARSON

**PRENTICE HALL HIGH SCHOOL MATHEMATICS  
COMMON CORE EDITION, © 2012  
COST PROPOSAL FOR FORT LEE SCHOOL DISTRICT**

**PRESENTED BY:**

CHRIS SCHWEIGHARDT  
Secondary Representative  
Office: 973-692-9141  
Voice Mail: 800-435-3499, X7941  
email: chris.schweighard@pearson.com

Date:

**HOW TO ORDER:**

Send this Proposal with your Purchase Order to:  
Pearson Customer Service  
PO Box 2500  
Lebanon, IN 46052-3009  
Or, fax the Proposal and your Purchase Order:  
toll-free to: 1-877-260-2530  
Or, order online at:  
<http://k12oasis.pearson.com>

PRODUCT DESCRIPTION	ISBN 13	UNIT PRICE	PURCHASE		NO CHARGE	
			QTY	TOTAL	QTY	TOTAL
<b>Algebra 1 2012</b>						
Student Edition with Digital Access (6 years)	978-0-13-318549-2	\$82.47	130	\$10,721.10	20	\$1,649.40
<b>Student Digital Access</b>				\$0.00		\$0.00
6-years with Student Companion	978-0-13-319695-5	\$73.47		\$0.00		\$0.00
6-years	978-0-13-318818-9	\$68.97		\$0.00		\$0.00
mypearsononeBookCD-ROM	978-0-13-318842-4	\$64.97		\$0.00		\$0.00
Student Companion				\$0.00		\$0.00
Student	978-0-13-318559-1	\$5.47		\$0.00		\$0.00
Teacher's Guide	978-0-13-318560-7	\$19.97		\$0.00		\$0.00
<b>Practice and Problem Solving Workbook</b>				\$0.00		\$0.00
Student	978-0-13-318561-4	\$4.97		\$0.00		\$0.00
Teacher's Guide	978-0-13-318840-0	\$19.97		\$0.00		\$0.00
<b>Teaching Resources</b>				\$0.00		\$0.00
Teacher's Edition with Teaching Resource DVD	978-0-13-318557-7	\$100.97		\$0.00	2	\$201.94
Teacher Online Access Pack	978-0-13-318564-5	\$299.97		\$0.00	2	\$599.94
Common Core Overview Implementation Guide	978-0-13-318558-4	\$8.97		\$0.00	2	\$17.94
All-in-One Teaching Resources	978-0-13-318839-4	\$199.97		\$0.00	2	\$399.94
Teaching with TI Technology	978-0-13-318849-3	\$249.97		\$0.00	2	\$499.94
Progress Monitoring Assessments	978-0-13-318562-1	\$30.47		\$0.00	2	\$60.94
Common Core Test Prep Workbook	978-0-13-318567-6	\$3.47		\$0.00		\$0.00
ExamView® Test Assessment Suite CD-ROM	978-0-13-318565-2	\$129.97		\$0.00	2	\$259.94
Digital Answers and Solution Key CD-ROM	978-0-13-318566-9	\$149.97		\$0.00	2	\$299.94
TI-Nspire™ LessonSupportonCD-ROM	978-0-13-319694-8	\$399.97		\$0.00		\$0.00
<b>MathXL® for School Bundles</b>				\$0.00		\$0.00
Algebra 1 Student Edition + Digital Path 6YR + MathXL 1YR	9780133185508	\$89.47		\$0.00		\$0.00
Algebra 1 Student Edition + Digital Path + MathXL 6YR	9780133185522	\$149.47		\$0.00		\$0.00
Algebra 1 Student Edition + MathXL 1YR	9780133185539	\$76.97		\$0.00		\$0.00
Algebra 1 Student Edition + MathXL 6YR	9780133185546	\$136.97		\$0.00		\$0.00



PRODUCT DESCRIPTION	ISBN 13	UNIT PRICE	PURCHASE		NO CHARGE	
			QTY	TOTAL	QTY	TOTAL
<b>Geometry 2012</b>						
Student Edition with Digital Access (6 years)	978-0-13-318583-6	\$83.97	25	\$2,099.25	5	\$419.85
<b>Student Digital Access</b>				\$0.00		\$0.00
6-years with Student Companion	978-0-13-319696-2	\$68.97		\$0.00		\$0.00
6-years	978-0-13-318819-6	\$64.97		\$0.00		\$0.00
mypearsonBookCD-ROM	978-0-13-318848-6	\$64.97		\$0.00		\$0.00
<b>Student Companion</b>				\$0.00		\$0.00
Student	978-0-13-318594-2	\$5.47		\$0.00		\$0.00
Teacher'sGuide	978-0-13-318595-9	\$19.97		\$0.00		\$0.00
<b>Practice and Problem Solving Workbook</b>				\$0.00		\$0.00
Student	978-0-13-318596-6	\$4.97		\$0.00		\$0.00
Teacher's Guide	978-0-13-318847-9	\$19.97		\$0.00		\$0.00
<b>Teaching Resources</b>				\$0.00		\$0.00
Teacher's Edition with Teaching Resource DVD	978-0-13-318591-1	\$100.97		\$0.00	1	\$100.97
Teacher Online Access Pack	978-0-13-318600-0	\$299.97		\$0.00	1	\$299.97
Common Core Overview Implementation Guide	978-0-13-318592-8	\$8.97		\$0.00	1	\$8.97
All-in-One Teaching Resources	978-0-13-318846-2	\$199.97		\$0.00	1	\$199.97
Teaching with TI Technology	978-0-13-318849-3	\$249.97		\$0.00	1	\$249.97
Progress Monitoring Assessments	978-0-13-318597-3	\$30.47		\$0.00	1	\$30.47
Common Core Test Prep Workbook	978-0-13-318598-0	\$3.47		\$0.00		\$0.00
ExamView® Test Assessment Suite CD-ROM	978-0-13-318565-2	\$129.97		\$0.00	1	\$129.97
Digital Answers and Solution Key CD-ROM	978-0-13-318566-9	\$149.97		\$0.00	1	\$149.97
Inspire™ LessonSupportonCD-ROM	978-0-13-319694-8	\$399.97		\$0.00		\$0.00
<b>MathXL® for School Bundles</b>				\$0.00		\$0.00
Geometry Student Edition + Digital Path 6YR + MathXL 1YR	9780133185843	\$90.97		\$0.00		\$0.00
Geometry Student Edition + Digital Path + MathXL 6YR	9780133185867	\$150.97		\$0.00		\$0.00
Geometry Student Edition + MathXL 1YR	9780133185874	\$78.97		\$0.00		\$0.00
Geometry Student Edition + MathXL 6YR	9780133185881	\$138.97		\$0.00		\$0.00
<b>Algebra 2 2012</b>						
Student Edition with Digital Access (6 years)	978-0-13-318603-1	\$85.97		\$0.00		\$0.00
<b>Student Digital Access</b>				\$0.00		\$0.00
6-years with Student Companion	978-0-13-319697-9	\$68.97		\$0.00		\$0.00
6-years	978-0-13-318820-2	\$64.97		\$0.00		\$0.00
mypearsonBookCD-ROM	978-0-13-318845-5	\$64.97		\$0.00		\$0.00
<b>Student Companion</b>				\$0.00		\$0.00
Student	978-0-13-318612-3	\$5.47		\$0.00		\$0.00
Teacher'sGuide	978-0-13-318613-0	\$19.97		\$0.00		\$0.00
<b>Practice and Problem Solving Workbook</b>				\$0.00		\$0.00
Student	978-0-13-318614-7	\$5.47		\$0.00		\$0.00
Teacher's Guide	978-0-13-318844-8	\$19.97		\$0.00		\$0.00
<b>Teaching Resources</b>				\$0.00		\$0.00
Teacher's Edition with Teaching Resource DVD	978-0-13-318610-9	\$100.97		\$0.00		\$0.00
Teacher Online Access Pack	978-0-13-318618-5	\$299.97		\$0.00		\$0.00
Common Core Overview Implementation Guide	978-0-13-318611-6	\$8.97		\$0.00		\$0.00
All-in-One Teaching Resources	978-0-13-318843-1	\$199.97		\$0.00		\$0.00

PRODUCT DESCRIPTION	ISBN 13	UNIT PRICE	PURCHASE		NO CHARGE	
			QTY	TOTAL	QTY	TOTAL
Teaching with TI Technology	978-0-13-318849-3	\$249.97		\$0.00		\$0.00
Progress Monitoring Assessments	978-0-13-318615-4	\$30.47		\$0.00		\$0.00
Common Core Test Prep Workbook	978-0-13-318616-1	\$3.47		\$0.00		\$0.00
ExamView® Test Assessment Suite CD-ROM	978-0-13-318565-2	\$129.97		\$0.00		\$0.00
Digital Answers and Solution Key CD-ROM	978-0-13-318566-9	\$149.97		\$0.00		\$0.00
TI-Nspire™ LessonSupportonCD-ROM	978-0-13-319694-8	\$399.97		\$0.00		\$0.00
<b>MathXL® for School Bundles</b>						
Algebra 2 Student Edition + Digital Path 6YR + MathXL 1YR	9780133186048	\$92.97		\$0.00		\$0.00
Algebra 2 Student Edition + Digital Path + MathXL 6YR	9780133186055	\$152.97		\$0.00		\$0.00
Algebra 2 Student Edition + MathXL 1YR	9780133186062	\$80.97		\$0.00		\$0.00
Algebra 2 Student Edition + MathXL 6YR	9780133186079	\$140.97		\$0.00		\$0.00
<b>TOTAL VALUE OF NO CHARGE ITEMS</b>				<b>\$5,580.03</b>		
<b>TOTAL COST OF MATERIALS</b>				<b>\$12,820.35</b>		
<b>REDUCED SHIPPING AND HANDLING 7%</b>				<b>\$897.43</b>		
<b>TOTAL COST WITH SHIPPING:</b>				<b>\$13,717.78</b>		

Prices quoted are Net and do not include shipping charges. Prices are firm until September 30, 2013.  
This document is a cost proposal, not a formal contract. Pearson reserves the right to correct errors.

**PEARSON'S PROFESSIONAL DEVELOPMENT SUPPORT SOLUTIONS**

For information about Pearson's wide array of professional development and product training opportunities, please speak with your  
[www.mypearsontraining.com](http://www.mypearsontraining.com)



**DISPOSAL OF MIDDLE SCHOOL TEXTBOOKS**

**BE IT RESOLVED**, that upon the recommendation of the Acting Superintendent of Schools, the Fort Lee Board of Education approves the **disposal of textbooks** at Lewis F. Cole Middle School as per the attached.

DATED: March 28, 2013  
Attachment

---

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MR. CARMELO LUPPINO	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH			X	
MR. JOSEPH SURACE			X	
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

# Fort Lee Public Schools

## Textbook Disposal Form

The following materials are recommended to be discarded:

Title: Panorama - Lectures Faciles

Publisher: Heath

Copyright: 1983

Number of Books: 183

*These materials have been placed on the state website  
(<http://education.state.nj.us/textbook/>)  
advertising their disposal or they exceed 10 years of age.*

Reason for disposal: Out of date materials   
Excessively worn   
Other (indicate reason)

Principal signature: [Signature]

Date: 3/22/13

~~Asst. Superintendent:~~ [Signature]

Date: 3/22/13

Board Approval Date: \_\_\_\_\_



# Fort Lee Public Schools

## Textbook Disposal Form

The following materials are recommended to be discarded:

Title: Allez, Viens!

Publisher: Holt French

Copyright: 2003

Number of Books: 241

*These materials have been placed on the state website  
(<http://education.state.nj.us/textbook/>)  
advertising their disposal or they exceed 10 years of age.*

Reason for disposal: Out of date materials \_\_\_\_\_

Excessively worn \_\_\_\_\_

Other (indicate reason) X *Water damage from basement at M.S.O.*

Principal signature: *Keith Dill*

Date: 3/22/13

Asst. Superintendent: *Sara Grier*

Date: 3/22/13

Board Approval Date: \_\_\_\_\_

# Fort Lee Public Schools

## Textbook Disposal Form

The following materials are recommended to be discarded:

Title: Discovering French

Publisher: Heath - McDougal Littell

Copyright: 1997

Number of Books: 212

*These materials have been placed on the state website  
(<http://education.state.nj.us/textbook/>)  
advertising their disposal or they exceed 10 years of age.*

Reason for disposal:

Out of date materials X

Excessively worn \_\_\_\_\_

Other (indicate reason) X *water damage from basement at M.S.*

Principal signature: *[Signature]*

Date: 3/22/13

~~Asst.~~ Superintendent: *[Signature]*

Date: 3/22/13

Board Approval Date: \_\_\_\_\_

# Fort Lee Public Schools

## Textbook Disposal Form

The following materials are recommended to be discarded:

Title: Discovering French

Publisher: Heath-McDougal Littell

Copyright: 1997

Number of Books: 188

*These materials have been placed on the state website  
(<http://education.state.nj.us/textbook/>)  
advertising their disposal or they exceed 10 years of age.*

Reason for disposal: Out of date materials X

Excessively worn       

Other (indicate reason) X *water damage in basement  
at M.S.*

Principal signature: *[Signature]*

Date:       

Asst. Superintendent: *[Signature]*

Date: 3/22/13

Board Approval Date:



# Fort Lee Public Schools

## Textbook Disposal Form

The following materials are recommended to be discarded:

Title: Science - an introduction to the life, earth, & Physical Sciences

Publisher: Glencoe

Copyright: 1999

Number of Books: 287

*These materials have been placed on the state website  
(<http://education.state.nj.us/textbook/>)  
advertising their disposal or they exceed 10 years of age.*

Reason for disposal: Out of date materials X

Excessively worn       

Other (indicate reason) X *water damage in basement  
at M.S.*

Principal signature: *Pat D.B.*

Date: 3/22/13

Asst. Superintendent: *Sharon Gmat*

Date: 3/22/13

Board Approval Date:

# Fort Lee Public Schools

## Textbook Disposal Form

The following materials are recommended to be discarded:

Title: BSCS Biology - a molecular approach

Publisher: Everyday Learning Corporation

Copyright: 2001

Number of Books: 61

*These materials have been placed on the state website  
(<http://education.state.nj.us/textbook/>)  
advertising their disposal or they exceed 10 years of age.*

Reason for disposal:

Out of date materials

Excessively worn

Other (indicate reason)  water damage in basement at M.S.

Principal signature: Pat Dillo

Date: 3/22/13

Asst. Superintendent: Sharon Amato

Date: 3/22/13

Board Approval Date: \_\_\_\_\_

# Fort Lee Public Schools

## Textbook Disposal Form

The following materials are recommended to be discarded:

Title: American History

Publisher: Follett Educational Corporation

Copyright: 1971

Number of Books: 211

*These materials have been placed on the state website  
(<http://education.state.nj.us/textbook/>)  
advertising their disposal or they exceed 10 years of age.*

Reason for disposal:

Out of date materials X

Excessively worn \_\_\_\_\_

Other (indicate reason) \_\_\_\_\_

Principal signature: Ret Dill

Date: 3/22/13

Asst. Superintendent: Sharon Amato

Date: 3/22/13

Board Approval Date: \_\_\_\_\_



**APPROVAL OF ENGLISH LANGUAGE LEARNERS (ELL) REVISED CURRICULUM**

**BE IT RESOLVED**, that upon the recommendation of the Acting Superintendent of Schools, the Fort Lee Board of Education approves the attached English Language Learners (ELL) Revised Curriculum for grades K-12.

DATED: March 28, 2013  
Attachment

---

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MR. CARMELO LUPPINO	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH			X	
MR. JOSEPH SURACE			X	
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

Fort Lee Public Schools  
English Language Proficiency (ELP)



English Language Proficiency (ELP)  
CURRICULUM GUIDE  
March 2013



Last Revised: March 2013

\*\*Professional staff will differentiate instruction to ensure students achieve the stated objectives.

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**Fort Lee Public Schools**  
**English Language Proficiency (ELP)**

**Lead Curriculum Writer**  
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**Fort Lee Public Schools**  
**English Language Proficiency (ELP)**  
**DISTRICT VISION/PHILOSOPHY:**

The Fort Lee School District is committed to providing challenging instruction for each student, differentiated to address his/her intellectual, social, and emotional needs; to use best practices that engage students in relevant learning activities to provide them with the tools to become literate, productive, competitive, critical thinking members of our global society.

**Introduction**

No one instrument can possibly encompass all of the knowledge and skills necessary for ELL students to experience linguistic and academic success. Many outside factors will also determine success, such factors include continuity and type of support services, previous schooling of the student and the foundation of primary language. This curriculum guideline should not be considered the definitive version, since the construction and utilization of skill proficiency is a dynamic, interactive process. The academic spectrum within state and federal guidelines will continue to refine and update the criteria periodically. This guide is necessary to reflect the needs of the ELL population.

New Jersey has adopted the WIDA English language proficiency standards for students in grades Pre-K through 12 that teachers can use in conjunction with the Common Core Standards to guide their planning instruction, assessment, and curriculum for ELL students. The federal No Child Left Behind Act of 2001 (NCLB), district policy and corresponding state statutes currently mandate that we administer a standards-based English language proficiency test annually to all ELLs in Kindergarten through grade twelve in public schools. The WIDA standards center on the language needed and used by ELLs (English Language Learners) to succeed in school. In addition to support provided by ESL and Bilingual teachers, all classroom and special area teachers in Fort Lee address the learning needs of the ELLs in the mainstream setting. This population may require tailored curriculum, resources and instructional strategies, and aligned assessments as students acquire both English language proficiency and content area knowledge.

**Goals**

The goal of the Fort Lee School District ESL/Bilingual Program is to facilitate the English language proficiencies of the ELL student to a level that will allow unsupported mainstreaming in the regular classroom. Our goal is to support the acquisition of English language skills required for students to become fully proficient in English and achieve the same challenging content standards as their English-speaking peers in all disciplines. English language learners must meet all the grade-appropriate Common Core Curriculum Content Standards in all curriculum areas including the New Jersey Language Arts Literacy Standards. Therefore, the ESL curriculum not only leads students to develop native-like levels of proficiency in English, but it

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also addresses the development of the cognitive and expressive skills outlined in the Common Core Standards in all disciplines.

Another goal of the Fort Lee School District ESL/Bilingual Program is to provide thoughtful and sustained attention to children's social and emotional learning (SEL) through a variety of efforts such as parent outreach, native language support, individual conferencing, embedded classroom instruction and guidance services.

### **Beliefs**

- **All students will be afforded the opportunity to achieve English language proficiency.**
- **Educating ELL students is the responsibility of all school personnel.**
- **Psychological and emotional well being is a critical component of language learning.**
- **Knowledge, respect, and appreciation of diverse cultures enrich all.**

### **Guiding Principles**

- **Language is functional.**
- **Language varies.**
- **Language learning is cultural learning.**
- **Language acquisition is a long-term process.**
- **Language acquisition occurs through meaningful interaction and challenging content.**
- **Language processes develop interdependently.**
- **Native language proficiency contributes to second language acquisition.**
- **Multilingualism enriches the individual and society.**
- **Social and emotional support promotes language development and helps students bond with their school community.**

## Fort Lee Public Schools English Language Proficiency (ELP)

### Instructional Setting

Students who are eligible for ELL services who are attending schools with a bilingual Spanish, Korean or Japanese teacher, attend one period of ESL each day and one period of bilingual instruction. On the elementary level, K-6 students are pulled out of regular classes for instruction, or an ESL teacher pushes in to the mainstream class collaborating with the mainstream teacher to provide support and instruction to the ELL students. At the middle school and high school levels, students generally attend one period, sometimes two, of instruction on a departmentalized basis. Moreover, at the high school and middle school level, ELL students are scheduled for mathematics, history and earth science and biology classes taught through ESL methodology to ensure they are properly prepared to meet the Core Curriculum Content Standards in these respective courses.

The Bilingual/ESL program is transitional in that it provides both English and native language instruction to English Language Learners. All Bilingual, ESL and content area classes are conducted by a team of dedicated teachers that research, plan and deliver instruction that reflects standards-based best practices addressing the learning needs of each and every student. Science, History, Mathematics and Language Arts classes specifically designed for LEP and transitional students are offered at the Middle and High School levels. Kindergarten through grade six Bilingual/ESL students, are provided ESL instruction daily. **Korean, Japanese and Spanish** speaking students are provided **an additional period** of Bilingual instruction that consists of content area instruction presented in the native language, gradually transitioning to English as students become more proficient. The program is transitional in that English is emphasized, native language instruction is used in the Bilingual classes when necessary to reinforce, restate and further develop concepts that would be difficult to comprehend otherwise.

Elementary classes are delivered in a pull-out or push-in format. Whereas the bilingual curriculum focuses on reading and content area instruction, addressing the needs of specific language groups, the ESL curriculum focuses on English Language skills presented in the context of the content area, guided by the NJ Core Curriculum Content Standards. Elementary and Middle School students are grouped by grade and English Language ability. Middle School and High School students receive one full class period of ESL per day. Middle School Korean and Japanese students and High School Spanish, Japanese and Korean Bilingual students receive one full class period, per day, of Bilingual instruction in addition to ESL. In addition to the language instruction, the Fort Lee School District provides orientation to newcomers, parental outreach, parenting courses, and in partnership with Bergen County Technical Schools, adult English classes. All of our schools encourage diversity by way of structured school-wide multi-cultural activities, lessons and programs. These enriching activities promote the sense that our schools' diversity is its strength.

### Classroom Setting

In the regular classroom, English fluency is assumed. In a sheltered English classroom, teachers use physical activities, visual aids, and the environment to teach important new words for concept development in mathematics, science, history, home

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economics, and other subjects (National Clearinghouse on Bilingual Education, 1987). It is vital that all ELL students in Fort Lee have access to teachers who are prepared to address the unique learning needs of these students. At a given level of language proficiency, ELLs will be provided support to process, understand, produce or use English. ELLs represent over 10% of our student population with the largest enrollment at the K-4 grade levels. Ensuring that we are equipped to meet the psychological, emotional and academic needs of diverse learners is critical to student success. Through district professional development programs such as Sheltered English Instruction (SIOP), Balanced Literacy and Teachscape instructional videos, teachers are supported in this area.

Beyond the basic academics, Fort Lee School District offers many enrichment courses for the students and staff as well as school and community services to enhance the overall learning environment. Staff development programs on Strategies for the Success of the LEP student is presented to the Administrative Team as well to every teacher in the district. All students have equal access to courses and services in the district, and the participation in each is as diverse as the student population we serve. In the beginning of each year, all ESL/Bilingual teachers and secondary and elementary guidance counselors explain to their students the array of courses and school/community services we offer, and solicit active participation from each group. When needed, information is provided in the native language. The results from these endeavors have been outstanding, as evidenced by the ethnic diversity observed in all programs, including but not limited to, gifted and talented, athletic teams, national honor society, AP courses, community service organizations, computer, yearbook and photography clubs, etc.

The population of ELL students at the high school level particularly can avail themselves of courses in various levels of American History, Social Studies, and Science taught by ESL-certified teachers. In addition, content courses taught by ELL-sensitive teachers who have been trained in Sheltered English (SIOP). ESL techniques are available utilized in communications, sciences and math. Class sizes are limited, language groups matched as appropriate and second-language ability levels are considered in class enrollment profiles.

Further, ELL participation in all Fort Lee courses, activities and services is encouraged and totally supported by our Board of Education as evidenced by our Mission Statement and Educational Philosophy cited in our Policy Manual. This policy states: "The Board believes that the diversity of the school population, which reflects the varied ethnic and cultural heritage of the community, demands a wide range of curricular and extra-curricular offerings to prepare all students for further education or the working world".



## Fort Lee Public Schools

### English Language Proficiency (ELP)

#### **Support Services**

Finally, both parent and community involvement is extremely active among our ELL population. In addition to the district's Korean, Spanish and Japanese Parent Advisory Committees, ESL and Bilingual parents have been addressed in terms of bringing them into the district to become involved.

Additionally, important district information is translated into different languages. The district's schools have conducted international festivals, luncheons, ESL orientations, and teas, bringing together ESL parents for social purposes. Cultures, food, and other items are shared in the spirit of multicultural appreciation.

Other on-going involvement includes:

- a. A district-wide/community parent involvement committee which seeks ways in which all parents can become participants in school;
- b. Bilingual liaisons to the communities from each PTA;
- c. District-wide committees looking at ways to deal with identified constraints.
- d. An evening adult ESL program for parents of Fort Lee students.

#### **Articulation**

The ELL Team and the Assistant Superintendent for Curriculum and Instruction meet throughout the year. Among the topics of discussion are the following: curriculum review cycle, resources (ordering, budgeting, and inventory), lesson plans, observation look-fors, professional development (including FLEX model), placement, enrichment, basic skills, technology, pre and post testing, and summer work.

#### **Curriculum**

All ELL/Bilingual teachers are familiar with and have internalized the Core Curriculum Content Standards and the WIDA standards through a series of staff and professional development activities held throughout the year. Further, most of them have participated on our District Curriculum Committees which work in conjunction with the Fort Lee Five-Year Plan to review existing curriculum to ensure proper alignment to the Core Curriculum Content Standards. Also, each teacher has a copy of the **WIDA Standards for Pre-K thru 12 Students** and is using this document to enhance teaching and learning in their respective classrooms.

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ELL/Bilingual teachers meet regularly with The Department Supervisor, grade level teachers, and/or building principals, to analyze curriculum and teaching strategies and to assess student progress. Students are pre and post tested throughout the year to ensure appropriate placement and to assess academic achievement.

**Annual Goals: What are the priorities for improving student learning?**

- Annually set clear, concise, measurable goals
- Target goals toward each student's specific needs
- Determine how goals will be measured

**Instructional Effectiveness as characterized by...**

- Curriculum aligned with WIDA, NJCCCS and written in UbD
- Thematic/concept-based instruction
- A suggested pacing chart
- An anchor text and/or related resources
- Well-trained ELL teachers
- Consistent articulation with mainstream teachers
- Routine training of new teachers (emergent)
- Suggestions for classroom modifications
- Student binder of classroom work
- Grading guidelines
- Technology integration with assistive devices as needed

**Organization of program is characterized by...**

- Grouping of students (e.g. ELL clusters)
- Delivery options (e.g. pull-out, push-in, self-contained, port of entry)
- Time guidelines
- Clear identification process and procedures for entry and exit:
  - K Registration
  - Testing of new entries
  - Assessment forms
- Articulated ELL schedule
- Specified ELL location within schools

## **Fort Lee Public Schools** **English Language Proficiency (ELP)**

- Exiting ELL student modification plans (emergent)
- An ELL Team Approach
- NCLB Supplemental Resource (Provides at-risk support and/or support and monitoring of exited ELL students)

### **Assessment**

There are multiple and varied forms of assessment at each grade level. What follows is a list of the key assessment tools used at each level. Annual analysis of data is utilized to identify students' strengths and limitations. A multiple entry/exit criteria is utilized to determine program entry and exit.

- Teacher observation and checklists
- Projects, performance assessments
- District W-APT
- District MAC II
- ACCESS for ELLs and/or District Maculaitis
- NJ State Assessments (NJASK, HSPA)
- ACCESS for ELLs
- ELL Pre/Post Assessments
- ELL and Mainstream Progress Reports



### **ESL Standards for K-12 Students**

The goals reflect the areas in which students need to develop competence in English -social, academic and cultural. The standards indicate what students should know and be able to do. The ESL descriptors specify the functions that students should be able to carry out in English in personal, social, and academic contexts, and they reflect the behavior students' exhibit when they meet a standard.

### **Essential skills and knowledge students need for achievement**

#### **WIDA Standards (World-Class Instructional Design and Assessment)**

The Fort Lee ELL curriculum was developed to meet the objectives as stated NJ ELP (NJ English Language Proficiency) Standards, the WIDA (World-Class Instructional Design and Assessment) Standards, the NJCCCS (NJ Core Curriculum Content Standards) and the Technology Literacy Standard (NJCCCS 8.1). Technology is embedded where meaningful, and cross-curricular connections are purposely and explicitly noted. The curriculum is written in the Understanding by Design format and is based on enduring understanding (broad concepts) with essential questions and both formative and summative assessments.

### **WIDA English Language Proficiency (ELP) Standards**

This guide addresses the facets of the ESL/Bilingual program for grades K to 12. The design provides a definite correlation with the state's benchmarks for teaching English through content-based instruction. The WIDA standards are aligned with the State Core Curriculum Standards for Math, Science, and Social Studies.

**Fort Lee Public Schools**  
**English Language Proficiency (ELP)**  
WIDA Standards for English Language Proficiency

<b>English Language Proficiency Standard 1:</b>
<ul style="list-style-type: none"><li>• <u>English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.</u></li></ul>
<b>English Language Proficiency Standard 2:</b>
<ul style="list-style-type: none"><li>• <u>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.</u></li></ul>
<b>English Language Proficiency Standard 3:</b>
<ul style="list-style-type: none"><li>• <u>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.</u></li></ul>
<b>English Language Proficiency Standard 4:</b>
<ul style="list-style-type: none"><li>• <u>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.</u></li></ul>
<b>English Language Proficiency Standard 5:</b>
<ul style="list-style-type: none"><li>• <u>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.</u></li></ul>

### Language vs. Content

- |   |
|---|
| <ul style="list-style-type: none"><li>• <u>Language proficiency revolves around the language associated with the content area</u></li></ul>           |
| <ul style="list-style-type: none"><li>• <u>Academic achievement reflects the knowledge and skills associated with the content.</u></li></ul>          |
| <ul style="list-style-type: none"><li>• <u>WIDA ELP standards focus on academic language; Academic standards focus on academic content.</u></li></ul> |

### Four Domains

- |  |
|--|
| <ul style="list-style-type: none"><li>• <b>LISTENING - process, understand, interpret, and evaluate spoken language in a variety of situations</b></li></ul>           |
| <ul style="list-style-type: none"><li>• <b>SPEAKING - engage in oral communication in a variety of situations for a variety of purposes and audiences</b></li></ul>    |
| <ul style="list-style-type: none"><li>• <b>READING - process, interpret, and evaluate written language, symbols, and text with understanding and fluency</b></li></ul> |
| <ul style="list-style-type: none"><li>• <b>WRITING - engage in written communication in a variety of forms for a variety of purposes and audiences</b></li></ul>       |



## Fort Lee Public Schools English Language Proficiency (ELP)

Five Levels of Proficiency in the Language Domains of Listening, Speaking, Reading and Writing (Figure 5B)

<b>6-Reaching</b>	<ul style="list-style-type: none"> <li>•specialize or technical language reflective of the content areas at grade level</li> <li>•a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specific grade level</li> <li>•oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5-Bridging</b>	<ul style="list-style-type: none"> <li>•specialized or technical language of the content areas</li> <li>•a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>•oral or written language approaching compatibility to that of proficient English peers when presented with grade level materials</li> </ul>
<b>4-Expanding</b>	<ul style="list-style-type: none"> <li>•specific and some technical language of the content areas</li> <li>•a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>•oral or written language with minimal phonological, syntactic or semantic errors that do not impeded the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>
<b>3-Developing</b>	<ul style="list-style-type: none"> <li>•general and some specific language of the content areas</li> <li>•expanded sentences in oral interaction or written paragraphs</li> <li>•oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphical or interactive support</li> </ul>
<b>2-Beginning</b>	<ul style="list-style-type: none"> <li>•general language related to the content areas</li> <li>•phrases or short sentences</li> <li>•oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-stem commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<b>1-Entering</b>	<ul style="list-style-type: none"> <li>•pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions,</li> <li>•WH-choice or yes/no questions, or statements with sensory, graphic or interactive support</li> </ul>

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**The differences between CAN DO Descriptors and Model Performance Indicators.**

<b>CAN DO Descriptors</b>	<b>Model Performance Indicators</b>
Are applicable across the five English language proficiency standards	Are contextualized within each English language proficiency standard
Are topic-neutral	Are topic-specific
Function independently within a given level of language proficiency	Scaffold from one level of language proficiency to the next across the strand
Do not operate within a specific framework	Are specified within a formative or summative framework

**CAN DO Descriptors for ELL's**

The grade level cluster CAN DO Descriptors- PreK-K, 1-2, 3-5, 6-8, and 9-12- are examples of expectations of English language learners for each of the four language domains—listening, speaking, reading, and writing—and five levels of English language proficiency—Entering, Beginning, Developing, Expanding, and Bridging. The CAN DO Descriptors are a collective representation of WIDA's five English language proficiency standards—social and instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies. The Descriptors are a standards-based resource tool—an extension of, not a substitute for, the English language proficiency standards.



**Fort Lee Public Schools**  
**English Language Proficiency (ELP)**

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**Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12**

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>
READING	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/ genres of writing</li> </ul>

Level 6 Reaching

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.



## **Promotion of a Sheltered Classroom Approach**

An example of the methods that teachers employ in sheltered classes might include the following:

- Extralinguistic cues such as visuals, props, and body language (Parker, 1985);
- Linguistic modifications such as repetition and pauses during speech (Parker, 1985);
- Interactive lectures with frequent comprehension checks;
- Cooperative learning strategies (Kagan 1985);
- Focus on central concepts rather than on details by using a thematic approach;
- Development of reading strategies such as mapping and writing to develop thinking (Langer & Applebee, 1985).

The Classroom Framework:

- Capitalizes on performance-based, hands-on learning
- Encourages student self-assessment and reflection
- Incorporates learning strategies
- Integrates technology through the use of multi-media
- Acknowledges process writing and long term content-based projects
- Serves as a resource for all teachers

The Large-Scale Assessment Framework:

- Addresses the products of learning
- Includes a range of cognitive engagement across language proficiency levels
- Is supported graphically or visually at the lower language proficiency levels
- Ensures the use of grade level materials at the uppermost language proficiency level
- Serves as a resource for all teachers

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**Student Performance Assessments**

Listed below are a variety of methods, which can be utilized to assess student performance. However, teachers are not limited to the assessment suggestions below.

- ✎ State Annual Assessment (Access for ELLs)
- ✎ Teacher- Made Assessments
- ✎ W-APT Pre & post Test
- ✎ Class participation
- ✎ Portfolio Assessments
- ✎ Student Notebooks
- ✎ Homework
- ✎ Writing Journals
- ✎ Test Preparation Materials
- ✎ Computer Software Activities
- ✎ Student Projects/short term or long term
- ✎ Written and oral quizzes
- ✎ Cycle test
- ✎ Midterm & Finals
- ✎ Oral presentation
- ✎ Dialogue/class participation
- ✎ Research-based projects
- ✎ Newspaper related articles
- ✎ Daily Note-taking journals
- ✎ NJ ASK
- ✎ HSPA

## Where to Find More Information on the Standards

- Curriculum Content Standards may be found at: <http://www.state.nj.us/education/cccs>
- WIDA Website: WIDA information, including standards documents in 3 different configurations ([www.wida.us](http://www.wida.us))
- DPI Website: Including academic standards and APIs, Guidelines for WAA ([www.spi.state.wi.us/ell](http://www.spi.state.wi.us/ell))
- Tim Boals: [timothy.boals@dpi.state.wi.us](mailto:timothy.boals@dpi.state.wi.us)
- Elizabeth Cranley: [mary.cranley@dpi.state.wi.us](mailto:mary.cranley@dpi.state.wi.us)

## Meeting the Needs of Newcomers

New English language learners (ELL) come from diverse cultural, linguistic, and academic backgrounds. Some students may have received an adequate education in their home countries whereas others may not have attended school. It is imperative for teachers to welcome all newcomers into their classrooms with the mindset that all students share the same aspirations of becoming fluent English speakers while simultaneously achieving academic success.

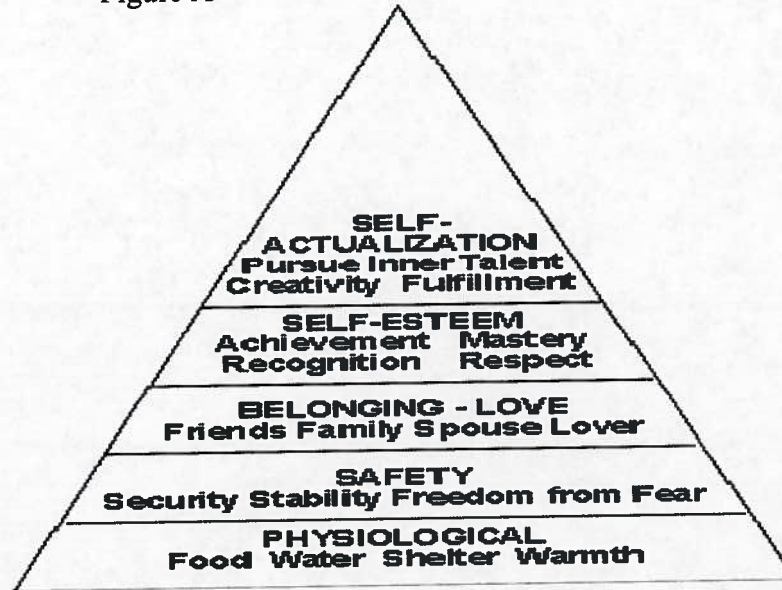
Additionally, it must be noted that all newcomers experience an acculturation process similarly to the [Maslow's Hierarchy of Needs Pyramid](#) (Kunc, Norman. "The Need to Belong: Rediscovering Maslow's Hierarchy of Needs," 1992). Please refer to Figure A below, for Maslow's Hierarchy of Needs Pyramid. With that said, teachers must introduce and reinforce "survival English." This language facilitates the basic interpersonal communication needs of the students and helps alleviate anxiety by lowering the affective filter of students. By removing anxiety, the students' self-esteem and confidence grow, and they are able to participate in classroom activities.



## Fort Lee Public Schools English Language Proficiency (ELP)

Our goals for new English language learners emphasize active participation in all subject matters and academic success. The development of the English language learner into a fluent English speaker is geared toward the aforementioned goals. Inasmuch as our purpose is to achieve the stated goals, it is imperative to note the student's age, native language ability (decoding, reading and writing) and academic background when using planned lessons. We require that the teacher uses best judgment in making adjustments to any and all lessons based on the abilities and experience of the students and existing circumstances in your classroom.

Figure A



### Assessing the Needs of Newcomers

It is important to gather information about the student's country, family, and friends. We suggest that the teacher inquire about student's personal information for reference. This information will be useful when preparing activities that ask the student about himself or herself and family. If the teacher doesn't speak the same language as the student, then a student who does should be assigned to aid the teacher and the student in getting to know each other.

Last Revised: March 2013

\*\*Professional staff will differentiate instruction to ensure students achieve the stated objectives.

### ***Get to know the student***

- Observe the student to determine personality traits, motivation, and stress levels.
- Arrange for one-on-one interaction with the newcomer during every class period.
- Observe the student's ability to follow directions and teacher's modeling.
- As the student performs the language activities mentioned above, observe his/her ability to use basic supplies like scissors, paste, pen, pencils, etc. as this may be indicative of non-language related impediments, or lack of formal schooling.
- Based on your observations and background information, determine whether to engage students in the Pre-Production and Early Production of the language.

### ***Working with Newcomers***

The district endorses small and whole group instruction in a setting where student and teacher are able to use audiovisual components that enhance language learning for newcomers and Tier 1- Beginners. The best pedagogical practices for newcomers and Tier 1-Beginners in elementary school entail frequent oral repetition, singing, and role-play. At the higher grade levels, clear and concise homework assignments, step by step processes for mathematics, models and samples of required projects, printed study guides, copies of classroom notes or power points. These practices would be helpful for all struggling learners in the mainstream setting.

### ***Build Confidence***

- Allow the child to feel "at home" immediately.
- Affirm student's home language and culture by acquiring first-hand knowledge; talk with family and community members.
- Encourage newcomers to use their home language in narrating wordless books or creating their own books and storyboards.
- Pair bilingual peers with newcomers to be "buddies" for a week or more.
- Create a nurturing classroom environment. Correct errors indirectly through modeling. Celebrate all efforts of producing English.
- Make student's progress visible. Display student work from beginning to end, illustrating a child's progress in acquiring the language.

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- Provide informal feedback such as: “Wow, your pronunciation is improving.” Communicate the students’ success with their families and the school community.
- “Smile”, “nod” and make approving gestures.

***Build Language Skills***

- Students who are new to the culture and language may tend to isolate themselves from the group. This behavior is typical of those at the Pre-Production and Early Production levels of language proficiency. (Silent Period).
- Use active listening opportunities such as role-play, field trips, and TPR to engage the student in group activities instead of rushing him/her into speaking. These experiences will give newcomers a rich base from which their speech will emerge.
- Adapt any lesson when necessary.
- Utilize the audiotapes [included for each lesson] to aid in language development.
- Reproduce activity sheets to enhance student achievement.
- Take advantage of the various levels of assignments in each lesson provided (activities, extended activities, homework, and assessments).
- Be sure to check student’s progress by administering the assessment at the end of every lesson. The assessment can be an informal observation, a one-on-one conversation, or administered as a teacher made test.

***Build Emergent Literacy Skills***

- A student needs direct instruction in order to develop literacy as he/she develops oral language proficiency.
- Introduce one or more concepts of print and work with common, simple patterns of English.
- Help students track print to make one-on-one connections between sounds and written symbols.
- Model the use of picture clues and text-pattern clues to construct meaning.

***Grading Newcomers***

Last Revised: March 2013

\*\*Professional staff will differentiate instruction to ensure students achieve the stated objectives.



- While newcomers are making the transition into learning English, it is recommended that a teacher does not apply the same evaluation system when evaluating their performance in Language Arts or content areas such as Social Studies, which require a strong command of the new language. Rather, a grading system based upon improvement, and basic acquisition of lesson goals.
- Utilize a portfolio assessment (Figure 1)

#### *How to use a Portfolio Record*

The portfolio record was designed to allow the teacher to assess the student by using a rubric. These rubrics highlight the varied degrees of student ability and language proficiency while they work to improve their oral, written, and academic skills. A teacher should use the oral and written assessment rubrics to score the student's oral performance and written work. The assignments that are included on the portfolio record are taken directly from each lesson.

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(Figure 1)

**Sample of Completed Portfolio Record**

**Oral Assessment**

<b>Lesson 1</b> Ask & Answer Survival Questions	<b>Lesson 2</b> Identify Classroom Objects	<b>Lesson 3</b> Use Appropriate Greetings	<b>Lesson 4</b> Introduce School Workers	<b>Lesson 5</b> Identify Body Parts	<b>Lesson 6</b> Express Likes About Healthy Foods
<b>Date:</b> 10/9/11 <b>Score:</b>  1 Minimal	<b>Date:</b> 12/3/11 <b>Score:</b>  1 Minimal	<b>Date:</b> 2/14/12 <b>Score:</b>  2 Limited	<b>Date:</b> 4/18/12 <b>Score:</b>  2 Limited	<b>Date:</b> 5/17/12 <b>Score:</b>  3 Hesitant	<b>Date:</b> 6/20/12 <b>Score:</b>  3 Hesitant
<b>Comments:</b>  Understands little or no English. Repeats words and phrases.	<b>Comments:</b>  Begins to name concrete objects. Uses functional vocabulary.	<b>Comments:</b>  Speaks in single-word utterances and short patterns.	<b>Comments:</b>  Begins to communicate personal and survival needs. Requires repetition.	<b>Comments:</b>  Understands simple sentences in sustained conversation; requires repetition.	<b>Comments:</b>  Begins to initiate conversation, retells a story or experience; asks and responds to simple questions.

Last Revised: March 2013

\*\*Professional staff will differentiate instruction to ensure students achieve the stated objectives.

## **Review Process**

All students are transitioned to the mainstream after a thorough evaluation of progress using the multiple measure matrixes. This matrix includes, but is not limited to, the following:

- Maculaitis (MAC) Assessment of Competencies
- Access for ELL's Assessment of Competencies
- NJ ASK
- NJ Pass
- GEPA
- HSPA
- Classroom performance;
- Reading level / Benchmark in English;
- Bilingual/ESL, classroom teacher, and parent recommendations.

Once the student is mainstreamed, the ESL/Bilingual teacher monitors the student's progress to ensure success is achieved.



**FINANCE COMMITTEE**

**#1F**

RESOLUTION NO. \_\_\_\_\_

**APPROVAL - CURRENT BILLS LIST TOTALING \$7,138,905.87**

**BE IT RESOLVED**, that upon the recommendation of the Acting Superintendent of Schools, the Board of Education approves the payment of the claims on the **current bills list** in the amount of **\$7,138,905.87** for March 2013 (computer checks) and February 2013 (manuals/wires).

DATED: March 28, 2013  
Attachment

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MARCH 2013 COMPUTER CHECKS & FEB 2013 MANUALS/TRANSFERS  
MEETING DATE: 3/28/13

**PAYROLL**

<u>PAY DATE</u>	<u>CK #</u>	<u>AMOUNT</u>
2/1/2013	9020113	\$ 1,548,186.92
2/15/2013	9021513	\$ 1,581,534.66

\$ 240,693.20 FICA STATE/BOARD WIRE

TOTAL PAYROLL \$ 3,370,414.78

TOTAL AGENCY MANUAL CHECKS	\$ 1,507,052.90	
MANUALS	\$ 2,100.00	
ELECTRONIC TRANSFERS	\$ 658,948.74	HEALTH BENEFITS
<b>SUB TOTALS MANUALS</b>	<b>\$ 5,538,516.42</b>	

TOTAL COMPUTER AGENCY CHECKS	\$ 252,296.53
TOTAL COMPUTER CHECKS	\$ 1,359,401.40
TOTAL COMPUTER ATHLETIC CHECKS	\$ 5,359.00

TOTAL VOIDS \$ 16,667.48 ck#855,10422,10442,50971

**GRAND TOTAL** \$ 7,138,905.87