**Guidance**
*Kelly Peterfriend, Supervisor*
*Counselors*
Jennifer Ferenz, Counselor
Stephen Jochum, Counselor
Jennifer Kuo, Counselor
Jennifer Saxton, Counselor
Michael Stone, Counselor
Denise Talotta, Counselor

**Special Services**
*Thomas Buono, Supervisor*
**Child Study Team**
Lyle Becourtney, Psy.D. School Psychologist
Cathy Berberian, School Social Worker
Robin Burton, Speech-Language Specialist
Deanna Friedland, School Social Worker
Tracy LaRocca, Learning Disabilities Teacher/Consultant
Jessica Verdicchio, School Social Worker

**Department Supervisors**
Bruce Emra – English, Art, TVP, ELS
Rosemarie Malloy – Mathematics, Business
Robert Petrosino - Social Studies, World Languages
Steve Simonetti – Health & Wellness, Driver Education, Family & Consumer Sciences
Gary Trotter - Science, Applied Technology

---

**“Child Find”**
*For Pupils Ages 14 - 21*

Special programs for young adults, ages 14 through 21, are conducted at Northern Highlands Regional High School for those who have an identified disabling condition and/or a measurable developmental delay in physical, social, communicational, and/or emotional areas, and who may require and would benefit from special education and related services. Eligibility for these services is determined by a Child Study Team evaluation of the child. Any resident who has a child, ages 14 through 21 years, who may require special services, should contact the Office of Special Services of the Northern Highlands Regional High School at 201-327-8700, ext. 216. Project “Child Find” serves special needs children from birth to 21 years of age.
January 2013

Dear Student:

This Curriculum Guide has been designed to assist you in planning your high school education and to make informed decisions that will influence your future. The guide includes descriptions of all courses and programs offered, and represents a starting point for you and your parents in formulating an appropriate sequence of studies.

You will see that our curriculum is extensive and diverse, and will meet the needs of our dynamic student population. As you begin planning, please take time to speak with your teachers and department supervisors to learn more about our course offerings.

Discuss your immediate and long-range plans and goals with your parents and guidance counselor so that an individualized program of study can be designed to meet your personal and educational goals.

I wish you a most successful and rewarding experience at Northern Highlands.

Joseph J. Occhino
Principal
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REQUIREMENTS FOR THE NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL DIPLOMA

All students must complete 125 credits for graduation.

Regarding core courses, students should strive, where possible, to have a four-year sequence in each of our core courses, especially if they are considering most, highly, or very competitive schools.

I. English
   4 credit years of core English courses – 20 credits

II. World History/Cultures
    1 credit year – 5 credits

III. U.S. History
    2 credit years – 10 credits

IV. Mathematics
    3 credit years – 15 Credits

V. Science
    3 credit years – 15 credits
    Required Course Sequence:
    Physics [grade 9]; Chemistry [grade 10]; Biology [grade 11]

VI. World Languages
    2 credit years – 10 credits

VII. Physical Education/Health/Driver Ed
    1 credit year for each year of enrollment – 5 credits per year
VIII. Visual & Performing Arts

A minimum 5 credits are required. This requirement includes all Art and Music classes. The following English electives (5 credits each) also apply:

- Intro to Acting and Theater
- Actors’ Workshop
- Actors’ Workshop II
- Film Studies

IX. Career Education & Consumer, Family, and Life Skills

A minimum of 5 credits are required. This requirement includes all Business Education, Applied Technology, Teacher Education, and Family & Consumer Sciences courses.

The following electives (5 credits each) also apply:

- TV Production
- Broadcast Television
- Video Storytelling
- Advanced Film Production
- Journalism
- Creative Writing I, II, and III

X. Contemporary Business Technology and Freshman Rhetoric courses (required of all ninth graders)

One semester each – 2.5 credits each – total of 5 credits

XI. Financial Literacy

Beginning with the class of 2014, all graduates must meet the 2.5 financial literacy course requirement.

Please refer to page 6 for detailed information on meeting the financial literacy requirement.
FINANCIAL LITERACY REQUIREMENT

New Jersey State requires that all students beginning with the graduating class of 2014 meet at least 2.5 credits in financial, economic, business, and entrepreneurial literacy. Students must demonstrate understanding about how the economy works and their own role in the economy, and also develop the necessary skills to effectively manage personal finances by the time they graduate.

The financial literacy requirement can be met by enrolling in the following full-year courses:

1. Introduction to Business (grades 9-12)
2. Personal Finance and Investment (grades 9-12)

Students can also meet the financial literacy requirement by taking a semester course in Financial Management; however, students enrolled in this course must take one of the following semester courses to balance the semester offering of Financial Management (grades 9-12):

1. Dynamics of Health Care (grades 10-12)
2. Emergency and Clinical Care (grades 11-12)
3. Medical Terminology (grades 11-12)
4. Science Fiction and Fantasy (grades 10-12)
5. The Modern World (grades 10-12)
6. Astronomy (grades 11-12)
7. Jewelry Design (grades 10-12)
8. Evolution of Popular Music (grades 10-12)
9. Accounting (grades 9-12)

• Any student can meet their financial literacy requirement by enrolling in a pre-approved college, summer, or virtual course. Written approval from the principal is required before enrolling. Tuition and fees would be the responsibility of each family. The grade from these outside courses will be incorporated into the GPA and credit calculations.

Scheduling notes:

• Meeting the financial literacy requirement would be a pre-requisite or co-requisite for all semester courses.
• If the financial literacy requirement is completed during Freshman and Sophomore year by taking Intro to Business or Personal Finance, then two semester courses are permitted. No semester study halls are permitted for sophomores and juniors.
• Seniors who have met their financial literacy requirement would be permitted to take one or two semester courses. A semester study hall is allowed, but for seniors only.
Minimum Credits per Year

All students must take a minimum of six courses per semester, including physical education. Students may not take more than two study halls.

State Testing Requirements

Students must pass the High School Proficiency Assessment (HSPA) to be eligible to receive a state-endorsed Northern Highlands Regional High School diploma. Additionally, based on New Jersey Department of Education requirements, students enrolled in Biology must take the New Jersey Biology Competency Test (NJBCT). Beginning with the Class of 2016, all students will be required to pass the Partnership for Assessment of Readiness for College and Careers (PARCC). This will be replacing the HSPA.

Special Education Students

To receive a state-endorsed, high-school diploma, Special Education students must meet all state and local high-school graduation requirements, unless exempted in their Individualized Education Program.

Senior Request for Special Schedule

Seniors who have compelling reasons that require them to have an abbreviated schedule must submit a letter from their parents and any other relevant documentation to the principal for approval.

Early Graduation

Students who are considering early graduation should discuss the matter with their counselor as early as possible, preferably no later than the end of sophomore year. To initiate this process, students must write a letter to the principal, addressing the reasons for this decision. One course outside of Northern Highlands will be necessary for early graduates to fulfill their requirements. Regarding English, a student must take either two English courses in junior year, enroll in an approved high-school summer English course for new credit, or take two semesters of college English to fulfill their requirement.

Graduation Participation

Only those students who have earned a Northern Highlands diploma are permitted to participate in the graduation ceremony.

Honor Graduates

Those graduating seniors who are members in good standing of the Northern Highlands Chapter of the National Honor Society are designated "Honor Graduates" in the graduation program, and wear a gold sash with their cap and gown.

Attendance

The Northern Highlands Student/Parent Handbook explains all attendance and tardiness policies and procedures. Students and parents are responsible for familiarizing themselves with this material. Seventh-semester high-school transcripts include all yearly absences and tardies.

Student Obligations When Tardy or Absent

Tardiness does not excuse a student from assignments or tests that are due on a given day. Students are responsible for submitting assigned work, and for taking tests and quizzes as scheduled by the teacher. All assignments are posted on our website: www.northernhighlands.org under faculty/homework.

Incomplete Grades

Students who receive an INCOMPLETE for a semester grade must complete all assignments within a two-week period (10 school days). Students who do not fulfill this obligation will receive a failure (F) for each incomplete with the grade recalculated accordingly.
Progress Reports

Parents/guardians will receive progress reports electronically and have 24/7 online access to their child’s grades beginning after the posting of progress reports in October.

Report Cards

Parents/guardians will receive report cards electronically and have online access during each semester. It should be noted that final report cards are mailed home.

Honor Roll and High Honor Roll

The Honor Roll is published at the end of each semester. To be on the Honor Roll, a student must have all A’s and B’s. To be on the High Honor Roll the first semester, a student must have all A’s and no more than one B throughout. At the end of the year, selection for high honor roll is based upon final grades of all A’s and one B only.

Valedictorian and Salutatorian

Following the completion of the first semester in senior year, a valedictorian is selected, based upon a seventh-semester Grade Point Average (GPA). The student with the highest GPA is designated the valedictorian; the student with the second highest GPA, salutatorian. If a tie occurs for valedictorian - two or more students having the same GPA up to and including the third decimal point - those students are designated co-valedictorians; in this case, no salutatorian is selected.

Bergen County Central Technical Education Center (BCCTEC)

BCCTEC provides students with either a shared-time or full day* of vocational and technical shop training coordinated with the student's high school schedule. The shared-time student will take most of his/her academic classes and co-curricular activities at Highlands. A variety of programs is offered. Those who are interested should contact their guidance counselor.

*To be accepted into the full-time program, students must apply in the eighth grade and begin in their freshman year.

Parents of eighth graders: If interested, please contact your child’s middle-school principal.

Courses Available at Other Sites

Qualified seniors may elect to take courses at Ramapo College, Bergen Community College, and other area colleges. Similarly, virtual classes may be used to earn credits outside of Northern Highlands. Students are responsible to register for off-campus classes and must provide their own transportation and pay for course(s). High-school credit is not given for college courses, unless pre-approved by the principal.

Student Activities/Athletics

Northern Highlands offers many sports and co-curricular activities, which are described in the Student Activities Guide. Each incoming freshman receives a copy at our Eighth-Grade Evening Program in May; new-to-district students receive a guide at orientation in August. This information is also posted on our website. Go to www.northernhighlands.org – then click on Clubs/Athletics, then Clubs/Activities.

Summer Assignments

Summer assignments are required in AP courses, Syracuse University Project Advance (SUPA) courses, and other dual enrollment courses. In addition, English 9, American Literature, Honors American Literature, World History, US History I (CP/H) and US History II (CP/H) require a summer assignment.

A detailed list of summer assignments is posted on our school website in June and also mailed home with report cards.
DUAL ENROLLMENT COURSES

Northern Highlands has partnered with Syracuse University (SUPA), the University of Medicine and Dentistry of New Jersey (UMDNJ), Fairleigh Dickinson University (FDU) and Bergen Community College (BCC). While there is no charge for tuition at UMDNJ at this time, students will be responsible for the costs of any textbook required by the university. There is a $25.00 exam fee for each UMDNJ exam a student takes. Students who enroll in courses that are affiliated with the aforementioned universities/colleges are responsible for tuition as required by each university, if applicable. Northern Highlands’ teachers have been approved by the respective university/college to teach dual enrollment courses. Tuition is subject to change (rates indicated below are for the 2013-2014 school year). Courses may not be dropped after November 10. Additional information regarding dual enrollment classes will be distributed once your son/daughter is enrolled in the class.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Grade</th>
<th>Affiliation</th>
<th>Credits</th>
<th>Tuition</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Writing (Sem. 1)</td>
<td>12</td>
<td>SUPA</td>
<td>5</td>
<td>$110/credit</td>
<td>This two semester college course is treated and organized as a full-year course.</td>
</tr>
<tr>
<td>Honors Reading (Sem. 2)</td>
<td>12</td>
<td>SUPA</td>
<td>5</td>
<td>$110/credit</td>
<td></td>
</tr>
<tr>
<td>Honors Forensics</td>
<td>12</td>
<td>SUPA</td>
<td>4</td>
<td>$110/credit</td>
<td></td>
</tr>
<tr>
<td>Honors Spanish V</td>
<td>12</td>
<td>SUPA</td>
<td>4</td>
<td>$110/credit</td>
<td></td>
</tr>
<tr>
<td>Honors Italian V</td>
<td>12</td>
<td>SUPA</td>
<td>4</td>
<td>$110/credit</td>
<td></td>
</tr>
<tr>
<td>Honors Dynamics of Healthcare</td>
<td>10-12</td>
<td>UMDNJ</td>
<td>2.5</td>
<td>Free $25.00</td>
<td>This course is a pre-requisite for all UMDNJ courses.</td>
</tr>
<tr>
<td>Honors Anatomy &amp; Physiology I &amp; II</td>
<td>12</td>
<td>UMDNJ</td>
<td>8</td>
<td>Free $25.00</td>
<td>This two semester college course is treated and organized as a full-year course.</td>
</tr>
<tr>
<td>Honors Medical Terminology</td>
<td>11-12</td>
<td>UMDNJ</td>
<td>3</td>
<td>Free $25.00</td>
<td>This course is for juniors and seniors only after they have completed Dynamics of Health Care.</td>
</tr>
<tr>
<td>Honors Emergency &amp; Clinical Care</td>
<td>11-12</td>
<td>UMDNJ</td>
<td>3</td>
<td>Free $25.00</td>
<td>This course is for juniors and seniors only after they have completed Dynamics of Health Care.</td>
</tr>
<tr>
<td>Honors Tomorrow’s Teacher</td>
<td>12</td>
<td>FDU</td>
<td>4</td>
<td>$274 for the course</td>
<td></td>
</tr>
<tr>
<td>Computer-Aided Drawing I</td>
<td>9-12</td>
<td>BCC</td>
<td>2</td>
<td>$144 for the course</td>
<td>This fee includes registration.</td>
</tr>
<tr>
<td>United States History II (CP &amp; Honors)</td>
<td>11</td>
<td>BCC</td>
<td>3</td>
<td>$208 for the course</td>
<td>This fee includes registration.</td>
</tr>
</tbody>
</table>

NOTES ON DUAL ENROLLMENT

<table>
<thead>
<tr>
<th>SUPA</th>
<th>UMDNJ</th>
<th>FDU</th>
<th>BCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may be required to pay for some of their books. If SUPA English is taken as a 12th grade core requirement, it may not be dropped.</td>
<td>Students must earn a final grade of 75 or better in order to receive UMDNJ credit. Students must sit for the UMDNJ final at UMDNJ. Northern Highlands will provide transportation.</td>
<td>Semester 1 is designed for instructional purposes; semester 2 will include a field experience at one of our Allendale, Upper Saddle River, or Ho-Ho-Kus schools. Students must possess a valid driver’s license.</td>
<td>Students are permitted to take these classes for high school credit only. If students would like to receive college credit, they would have to register for the class.</td>
</tr>
</tbody>
</table>
ADVANCED PLACEMENT COURSES

If students are planning to register for one or more AP courses, the following should be kept in mind:

All students are expected to take the AP examination in May.

*Usually, there is at least one hour’s homework per night - including weekends and vacations - for an AP course.* Furthermore, students are expected to take the AP test in May. Students should bear this in mind as they contemplate courses, including other possible AP courses. Be prepared to make such a commitment.

AP courses are equivalent to college courses. They are extremely rigorous. If students play a sport, participate in a time-consuming co-curricular activity, or have a job, will they have time to do all the work that is required?

Some students who have been accustomed to A’s in CP and Honors courses may become discouraged to receive B’s and even C’s in AP courses. Students should be prepared for the possibility of receiving a C in an AP course.

Sophomores who fulfill course prerequisites are permitted to take one AP course.
GUIDELINES FOR GRADE LEVEL ASSIGNMENT AND GRADUATION

To enter Grade 10
Students will have earned a minimum of 30 credits by the end of freshman year.

To enter Grade 11
Students will have earned a minimum of 60 credits by the end of sophomore year.

To enter Grade 12
Students will have earned a minimum of 90 credits by the end of junior year.

To graduate
Students will have earned 125 credits.

GRADING SYSTEM
To determine grades for student work within a semester, for the semester grade itself, and for the end-of-year final grade, numerical grades from 0-100 are used and are converted to letter grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A -</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B -</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C -</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D -</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

- To determine the average for year-long classes, both semesters will receive a 42.5% weighting; the final exam will receive a 15% weighting.
- To determine the average for semester classes, the semester will receive an 85% weighting and the final exam or final project will receive a 15% weighting, if applicable.

NOTE: For the first semesters, no grade lower than a 50 will be recorded. However, for the second semester, teachers will record the actual numerical grade earned on all assignments and the final exam.
GPA AND WEIGHTING PROCEDURES

To determine GPA, the final letter grades from all courses, except those designated Pass/Fail, are used. GPA is cumulative and is computed at the end of the second, fourth, sixth, seventh, and eighth semesters.

Our weighting system assigns quality points based upon the level of the course taken. Courses labeled Honors receive an additional one-half quality point, and those labeled Advanced Placement receive one additional point.

GPA QUALITY POINTS

<table>
<thead>
<tr>
<th>GRADES</th>
<th>COURSE LEVEL</th>
<th>Regular</th>
<th>Honors</th>
<th>AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 - 100</td>
<td>A +</td>
<td>=</td>
<td>4.3</td>
<td>4.8</td>
</tr>
<tr>
<td>93 - 96</td>
<td>A</td>
<td>=</td>
<td>4.0</td>
<td>4.5</td>
</tr>
<tr>
<td>90 - 92</td>
<td>A -</td>
<td>=</td>
<td>3.7</td>
<td>4.2</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B +</td>
<td>=</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>83 - 86</td>
<td>B</td>
<td>=</td>
<td>3.0</td>
<td>3.5</td>
</tr>
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<td>80 - 82</td>
<td>B -</td>
<td>=</td>
<td>2.7</td>
<td>3.2</td>
</tr>
<tr>
<td>77 - 79</td>
<td>C +</td>
<td>=</td>
<td>2.3</td>
<td>2.8</td>
</tr>
<tr>
<td>73 - 76</td>
<td>C</td>
<td>=</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>70 - 72</td>
<td>C -</td>
<td>=</td>
<td>1.7</td>
<td>2.2</td>
</tr>
<tr>
<td>67 - 69</td>
<td>D +</td>
<td>=</td>
<td>1.3</td>
<td>1.8</td>
</tr>
<tr>
<td>63 - 66</td>
<td>D</td>
<td>=</td>
<td>1.0</td>
<td>1.5</td>
</tr>
<tr>
<td>60 - 62</td>
<td>D -</td>
<td>=</td>
<td>0.7</td>
<td>1.2</td>
</tr>
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<td>59 or below</td>
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COURSES AWARDED CREDIT
OR ADVANCED STANDING

Incoming freshmen may not take summer school classes for new credit.

I. Courses Awarded Credit

Credit will be awarded only for those courses that fall into one of the following categories:

A. The course is taken for new credit at a New Jersey state-approved summer school. For credit to be awarded and for the grade to be included in the GPA, the course must parallel one offered in the Northern Highlands' curriculum. A written request, including course title and description, should
be submitted to the department supervisor and then the principal for approval.

B. College courses similar to the aforementioned courses must be pre-approved. Please note that two semester college courses must be completed in order to satisfy one year of English at Northern Highlands.

C. Virtual high school courses must be pre-approved by the Principal.

D. The course is taken for remediation in summer school. The original F is included in the GPA and remains on the transcript along with notation of the summer-school grade.

II. Courses Providing Advanced Standing, but No Credit

A. Students who take high-school level courses in grade eight will not receive high-school credit, but courses will be considered for academic placement.

B. Students who wish to establish proficiency in one course in order to enroll in the next level must:

1. Obtain prior approval of the department supervisor. Approval may be considered for students attending a formal program with an established curriculum that is congruent with a Northern Highlands offering.

2. Demonstrate proficiency to the department supervisor by successful performance on a test and/or other measures deemed appropriate by the department supervisor. Where permitted, students have only one proficiency assessment opportunity per subject area. Testing must be completed during the summer, or by the end of the first full week of school in September. Although demonstration of proficiency will result in proper class placement, no credit or grade will be assigned. No exceptions are permitted.

III. Courses Providing Credit, Advanced Standing, and Additional Weighting for Ninth and Tenth Graders

Ninth-grade AP courses are not offered at Northern Highlands; therefore, AP courses taken during freshman year in another public or private high school will not be assigned AP weighting. Similarly, Northern Highlands does not offer 9th grade honors credit in English, Social Studies, or World Languages. Therefore, honors weighting for transfer students would not be assigned to courses in these areas. Ninth-graders enrolled in Honors Geometry and Honors Physics will receive a weighted grade. Ninth-grade transfer students may transfer honors weight from Honors Geometry, Honors Physics or Honors Biology, whichever is applicable.

Sophomores may transfer honors courses and one weighted AP course.

Weighting will not be assigned to any other courses.
SCHEDULING EVENTS - 2013

The following scheduling events will occur January through March of 2013:

JANUARY 2013 - Course information for students in grades 9, 10, and 11:
The Curriculum Guide is available online in late December. Teachers will discuss course selections.

FEBRUARY 7, 2013 - Home and School Association Academic Overview:
Eighth, ninth, tenth, and eleventh grade parents are invited to attend.

JANUARY/FEBRUARY/MARCH/APRIL 2013 - Scheduling:
Every student currently in grades 9, 10, and 11 will have an individual subject selection meeting with his/her guidance counselor; eighth-grade scheduling will occur at sending districts. All high-school scheduling will be completed by mid-April.

APRIL 2013 – Course Requests
Student Course Request sheets will be sent home. At this time any course changes should be made by contacting your child’s guidance counselor.

A final list of courses will be sent home in June. No changes will be considered at that time.

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IMPORTANT NOTES CONCERNING COURSE SELECTION

1. When selecting courses, students should think in terms of a four-year, high-school program of courses, and how the program will prepare them for their goals after high school.

2. All students must register for a minimum of six courses per semester, including physical education. Therefore, students should have reviewed the entire Curriculum Guide and completed the Subject Selection Worksheet at the end of this guide before meeting with their guidance counselor.

3. Parents of eighth and eleventh-grade students will be scheduled for a subject selection meeting with their child and her/his guidance counselor. Ninth and tenth grade parents may call for an appointment, if they so wish.

4. All course offerings are subject to adequate student enrollment. The necessary enrollment will vary depending upon the nature of the course. Consequently, all students will select two alternative electives should their first choice not be possible.
2013-2014 SCHEDULE CHANGE GUIDELINES

All students will have been scheduled by April. Students and parents are urged to review course requests and final schedules with great care and consideration. Once families receive final course requests in June, no changes will be considered. Once the school year begins, schedule changes will be considered only for the following reasons:

1. **Academic Misplacement** - As the school year progresses, some students may find themselves in a class that is too challenging. If the counselor, teacher and subject supervisor agree that a student is misplaced, a change will be considered, **provided space is available**. Grades within a discipline will follow the student moving either up or down a level. Students will be required to make up the work missed in their new class. Misplacement most often is identified in the first four weeks of school; however, the deadline for consideration expires five school days after progress reports are posted online in October.

2. **Dropping a Course for a Study Hall** - Although Northern Highlands is philosophically opposed to students’ dropping a course for a study except in extraordinary situations such as academic misplacement, a student may do so with written parent permission. Students may not take more than two studies in a school year. The deadline for dropping a full-year or a semester course (both fall and spring) for a study is the fifth school day after progress reports are posted online in October.

3. **NOTES:**
   a) Parent permission is required for all changes.
   b) The above guidelines do not allow for:
      1. changing teachers
      2. changing courses
      3. changing a course from one period to another
   c) A year-long or semester course will not be recorded on the permanent record, provided the course is dropped by the deadlines noted above. Post-deadline drops will be entered on the permanent record as a withdrawn/failure and receive no credit.
   d) Dual enrollment courses follow different procedures dictated by the university/college. Students should consult page 9 of the Curriculum Guide and/or their counselor for more information.
   e) Appeals may be made to the subject supervisor, and then to the Principal.
ENGLISH

Only core English courses—including the Syracuse University Project Advance course—may be used to meet the twenty-credit diploma requirement in English.

All English courses focus on reading, writing, listening, speaking, and viewing, and follow the Modern Language Association format for writing.

The following are prerequisites for Honors courses: An “A-” average in CP English classes.

Core English Courses

English 9 Grade 9

This course explores various genres of literature—the novel, short story, the essay, drama, and poetry—and includes instruction in the Modern Language Association format for writing. Works studied may include: Romeo and Juliet, A Tale of Two Cities, Of Mice and Men, The House on Mango Street, Great Expectations, My Antonia, The Little Prince, Zeitoun, and The Curious Incident of the Dog in the Night-time.

A summer reading assignment is required.

Freshman Rhetoric Grade 9

In this required semester course for freshmen, students learn the essentials of correct and clear writing. The course focuses on word choice (diction), syntax, imagery and tone. Students refine their writing skills and learn the Modern Language Association format for writing. There is instruction in correct grammar and usage. Student writing includes narrative, expository, and persuasive writing. Emphasis is given to writing coherently for both school and the workplace. Organization and study skills are also addressed. At times, students will present their writing orally in small groups or to the class at large.

American Literature Grade 10

This course continues work begun in English 9 developing students’ reading, writing and thinking skills. American authors will be studied throughout the year, writers such as John Steinbeck, Arthur Miller, F. Scott Fitzgerald, Nathaniel Hawthorne, Edgar Allen Poe, and Tim O’Brien. By the time the school year ends, all sophomores will have had two full years working with fundamental and essential English literacy skills.

A summer reading assignment is required.

Honors American Literature Grade 10
This course is a demanding and rigorous examination of literary texts that shed light on significant American ideas and experiences. Students will be introduced to important skills of argumentation and literary analysis through close readings of essays, plays, short stories, poems and novels written by American authors. Works read may include: *The Great Gatsby, The Grapes of Wrath, The Scarlet Letter, The Adventures of Huckleberry Finn, Death of a Salesman*, selected transcendentalist essays, and poems by Emily Dickinson and Walt Whitman, among others. By the time the school year ends, all sophomores will have had two full years working with fundamental and essential English literacy skills.

**Prerequisite:** An “A-” average in a CP English class.

*A summer reading assignment is required.*

### Modern Fiction and Non-Fiction Grades 11-12

Course readings include novels, plays, poems, short stories, and non-fiction of the late 19th and 20th centuries. Students are encouraged to appreciate literature through a variety of themes such as existentialism, institutions, and the common man as a tragic hero. Works may include: *Dracula, One Flew Over the Cuckoo’s Nest, All Quiet on the Western Front, One Day in the Life of Ivan Denisovich, The Alchemist, Slaughterhouse-Five, The Road, In Cold Blood,* and *Into the Wild.*

*Not open to students who have taken Modern Fiction or Honors Modern Fiction.*

### Literature and the Individual Grades 11-12

Classic and contemporary readings address the development of the individual within the context of race, gender, socio-economics, spirituality, adolescence, and personal tragedy. Works read may include: *Ordinary People, Annie John, Life of Pi, The Bell Jar, The Catcher in the Rye, Macbeth, Stitches,* and *Black Boy.*

### Literature About Society Grades 11-12

Literature About Society employs novels, plays, poetry, essays, film, and music to explore key social issues that impact society, such as race, ethnicity, and gender; wealth and poverty; war and genocide; oppression and rebellion; the media and technology; science and medicine. Works read may include: *1984, The Kite Runner, Maus I, Maus II, Night, Animal Farm, Lord of the Flies, Julius Caesar, Brave New World, Fahrenheit 451,* and *Fences.*

### Honors Modern Fiction and Non-Fiction Grades 11-12

Experiencing novels, plays, stories, and non-fiction from 1900 through the present day, students examine trends and themes of modern and contemporary thought: the “anti-hero,” existentialism, black humor, and feminism, among others. When possible, students make historical and intertextual connections, tracing the effects of life upon art and art upon life. Works studied may include: *The Awakening, The Sun Also Rises, Their Eyes Were Watching God, As I Lay Dying, The Stranger, No Exit, Slaughterhouse-Five, Nine Stories (Salinger),* and *American Short Story Masterpieces.*
**Honors British Literature**

This course is for students who wish a thorough and demanding study of works composed by British authors. Students will hone their close reading skills through plays, novels, poems and essays, while sharpening their ability to write clearly and informatively. Major works studied may include *Beowulf*, *The Canterbury Tales*, *Hamlet*, *Jane Eyre*, *Jude the Obscure*, *Pygmalion*, *Look Back in Anger*, and *Rosencrantz and Guildenstern Are Dead.*

**Prerequisite:** An “A-” average in a CP English class.

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**Honors Humanities**

Honors Humanities emphasizes a central question, “What does it mean to be human?” This survey course seeks to respond to the question by studying the literature of various periods and cultures in Western Civilization alongside the art and philosophy of those periods as well as related contemporary works and readings. We explore different human experiences and compare the literary commonalities that unite us across the ages. Readings for this course include, but are not limited to: Patchett's *Bel Canto*, a selection of myths, Sophocles’ *Oedipus Rex*, a student-selected contemporary tragedy, examples of Greek philosophy and Roman rhetoric, selections from the *Old and New Testaments*, Dante’s *The Inferno*, O'Brien's *Going After Cacciato* and a Shakespeare play.

**Prerequisite:** An “A-” average in a CP English class.

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**Syracuse University’s Project Advance (SUPA):**

**SUPA: Honors Writing Studio (FALL)**  
Grade 12

**SUPA: Honors Reading and Interpretation (SPRING)**  
Grade 12

This class is Syracuse’s Freshman English course, emphasizing precise writing and literary analysis. Students who successfully complete the course will earn six college credits from Syracuse University, five on Northern Highlands’ transcript.

**Prerequisites:** Teacher recommendation and B- or better in previous Honors course.

*A summer assignment is required.*

*There is a financial obligation (please refer to page 9).*

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**AP English**

Grade 12

The course provides the high-achieving senior with opportunities to do close reading of texts and to practice analytical, critical and creative writing. Students prepare for the spring AP Language and Composition test and the AP English Literature and Composition test by practicing with past Advanced Placement exam questions.
Works read may include: The Language of Composition, Teaching a Stone to Talk, A Moveable Feast, Jude the Obscure, King Lear, and Revolutionary Road. Students are expected to take at least one, if not both, of the AP exams in May.

Prerequisites: An A- average in two Honors English courses and a qualifying test, or the recommendation of two English teachers and a qualifying test.

A summer assignment is required.

English Electives

The following elective courses do not count toward the required 20 English credits for graduation, but may be applied to the Visual & Performing Arts requirements:

Intro to Theater and Acting

This elective course is intended to introduce students to various aspects of the collaborative nature of theater. The course will include theater history, activities in technical theater crafts such as set design and decoration, costume design, and general elements of production. Some introductory activities will also be included, activities that will provide students with a framework for future acting courses. All students will perform some short pieces, either as a solo or within a group. Students will be provided with opportunities to present designs. This is an appropriate hands-on approach to theater for those with little or no background or experience.

Actors’ Workshop

In this full year elective, students will read, discuss and view various plays as well as create interactive projects and performances based on these works. Our initial study will take us through theater history as we read together a series of texts that represent various periods in theater history. Topics will include the origins of drama in the Greek and Roman Theater; Elizabethan theater/Shakespeare; the development of modern theater; various movements in theater history. Throughout this process, we will consider various acting techniques as well as the general concept of developing a character through use of the text, the body and voice, and they style of the period we are studying. For each play we read in the beginning of the course, students will be provided a background, will be quizzed on the text, and will then select a scene to study and perform.

Prerequisite: Intro to Theater and Acting and a teacher recommendation.

Actors’ Workshop II

This is an advanced acting elective for juniors and seniors. There will be the study of plays and stagecraft as well as actual performances. Students must participate in one or two major productions during senior year, either on stage, or in a significant crew position, such as student director, student producer, or stage manager.

Prerequisites: A minimum grade of A- in Actors’ Workshop and a teachers recommendation; participation in at least two major school productions before
enrolling in the course, one of which must have been the fall drama. The offering of this course is contingent on enrollment.

**Film Studies**  
Grades 10-12

This class studies film as an art form. Topics include: terminology, film technique, editing, screenwriting, the classic Western, women in film, Hitchcock, film noir, and contemporary movie making, among others. Films are studied as texts to be analyzed and critiqued. At the end of the course, students create their own scenes in different genres.

The following electives do not count toward the required 20 English credits for graduation; however, they may be applied to the Career Education and Consumer, Family & Life Skills requirements:

**Creative Writing I**  
Grades 10-12

Creative Writing I introduces students to poetry, short stories, dramatic writing (monologues, scenes and one-act plays), and memoir. Wordplay encourages the joy of writing, and class sessions consist of: writing of first drafts; readings and discussions of professional contemporary writers and students’ own work; revision sessions; and one-on-one discussions of the students’ work. Students are encouraged to submit their writing to the school literary magazine.

**Creative Writing II**  
Grades 11-12

This course is for students who wish to continue with writing after taking the first-year creative writing course. In this advanced class, students may choose to concentrate on a certain genre, such as poetry or short stories, for much of the year. “Prompts” designed to inspire creativity and help the students avoid writer’s block are given for in-class, first-draft writing, but students may work on longer pieces over time, and will have frequent conferences with the teacher. Students will be asked to share their work with classmates in a workshop atmosphere, and to submit work to the school magazine. Whenever possible, the course will end with a public reading of student work.

Prerequisite: Recommendation from Creative Writing I teacher.

**Creative Writing III**  
Grades 12

This is an advanced creative writing elective for juniors and seniors. Students in the course will work in areas of their special interest, be it poetry, prose or scriptwriting. The offering of this class is contingent on sufficient enrollment. Prerequisites: Successful completion of Creative Writing I and II, with at least an A- in each course while enrolled, work published in the school’s literary magazine, or awards and honors in approved writing contests (outside of school—college sponsored, and
the like), or active participation in the production of the school’s literary magazine and a teachers recommendation.

Journalism

Grades 9-12

This elective provides a dynamic, hands-on introduction to all aspects of journalism. Students will learn the basic reporting skills of interviewing, researching, and writing on deadline, and will also be introduced to the design principles used in modern newspaper layouts. Students also learn about the history of journalism in the United States as well as the legal and ethical issues involved in reporting the news. Finally, students in this course will become more aware of current events, and more skilled at evaluating the ways in which stories are developed and presented in print, broadcast, and electronic media.

English Semester Course

Science Fiction and Fantasy

Grades 10-12

This course is an exploration of the genre through a variety of critical approaches, including social criticism and parody. We also explore the hero’s journey in the face of epic challenges, ranging from the realm of magic and monsters, to futuristic extensions of logic, reason, and technology. Students engage with timelessly archetypical characters, themes, and conflicts as they study the development of fantasy literature as a genre. They also examine the uniquely modern challenges of the ever-evolving relationship of man to his technology portrayed over a century of science fiction.

Note: Students who need to meet their financial literacy requirement can enroll in Science Fiction and Fantasy as part of their semester sequence with Financial Management. Please refer to page 6 for additional information. If students have already met their financial literacy requirement, they can enroll in this course with another semester elective.

Television Production Electives

The following Television Production electives may be applied to the Career Education and Consumer, Family & Life Skills requirements:

T.V. Production

Grades 9-12

This course provides insight and hands-on experience in the production of in-studio and E.F.P. (electronic field production) for television. Through lectures, demonstration, and application, students learn the three elements of TV production: pre-production, production, and post-production, including digital editing with state-of-the-art equipment. The first half of the course is studio-based, while the second half of the course concentrates on remote production and editing.
Broadcast Television

This in-depth course is for students who enjoyed TV Production I and who wish to continue studying this creative medium. Class time is devoted to editing raw footage into “packages” for the Morning News. Additionally, students will write, produce, direct crew, and act as on-air talent for the morning broadcasts. Students will be assigned to shoot various events throughout the year as part of their homework grade. The art of on-camera delivery and also sports play-by-play will be learned.

Prerequisite: A minimum grade of B+ in TV Production and teacher recommendation.

Video Storytelling

This in-depth course is for students who enjoyed TV Production I and who wish to continue studying media arts. This course will explore the student’s ability to tell stories using interactive methods and digital delivery systems. In this production course, students explore recent developments in interactive digital narratives, performances, documentaries, silent movies, short films, and experimental programs. A variety of projects challenges students to think of creative and exploratory ways to use the media of television and webcasting. Some of the students’ productions may air throughout the school on the morning programs.

Prerequisite: A minimum grade of B+ in TV Production and teacher recommendation.

Advanced Film Production

This course gives advanced production students an opportunity to explore a particular aspect of the field in greater depth. Emphasis on visual storytelling, character development and dramatic structure will be explored. Students will develop a treatment, a proposal, storyboards, and a full-script and/or screenplay. Students will host previews of their work throughout the process and receive audience feedback.

Prerequisite: A minimum grade of A- in Broadcast Television or Video Storytelling and teacher recommendation.
SOCIAL STUDIES

World History

This survey of world history begins with the experience of China from pre-modern times to the present day. Succeeding units emphasize the modern history of the Middle East, India and Sub-Saharan Africa. The course concludes with a wide-ranging survey of European history including the Enlightenment and the French Revolution of 1789. Students evaluate the changing face of European society as industrialization and national rivalries shape the continent and the wider world through the age of imperialism.

A summer assignment is required.

United States History I

Students begin the course with an assessment of the continental status quo in the decade prior to the start of the American Revolution. Emphasis is placed on a chronological approach detailing the development of the institutions of government, states’ rights, the concept of Manifest Destiny and the morality of slavery. The Civil War and Reconstruction units will be followed with a thematic strand tracing the struggle of African-Americans to realize the promise of the 13th, 14th, and 15th Amendments through 1964 and passage of the Voting Rights Act. Students with a minimum grade of A- will qualify to sit for the AP Entrance exam in February.

A summer assignment is required.

Honors United States History I

This course is a more intensive study of U. S. History I. Students with a B- or better will have the opportunity to sit for the AP entrance exam if they wish to take AP U.S. History in their junior year.

Prerequisites: Minimum grade of A- in World History or recommendation of current history teacher.

A summer assignment is required.

United States History II

The social movements of Populism and Progressivism serve as the starting points of this course. America’s development of an overseas empire, its post-World War I insularity and the collapse of the global economy frame the first half of the course.
Substantial time is devoted to World War II and the new internationalist character of the American response to global challenges during the Cold War. The course concludes with the twin national traumas of Vietnam and Watergate and a summation of the 1970s.

*Prerequisite: U. S. History I.*

*A summer assignment is required.*

**Note:** Students enrolled in this class will have the opportunity to earn college credit through Bergen Community College while simultaneously fulfilling their high-school graduation requirements.

*There is a financial obligation for those students who would like to earn college credit (please refer to page 9).*

**Honors United States History II**

This course is a more intensive study of U. S. History II with an emphasis on historical reading and writing by responding to document-based questions.

*Prerequisites: Minimum grade of C- in Honors U. S. History I and/or teacher recommendation. A minimum grade of A- in CP U.S. History I or recommendation of current history teacher.*

*A summer assignment is required.*

**Note:** Students enrolled in this class will have the opportunity to earn college credit through Bergen Community College while simultaneously fulfilling their high-school graduation requirements.

*There is a financial obligation for those students who would like to earn college credit (please refer to page 9).*

**AP United States History**

This course is a full survey of U.S. History from the colonial period to the present, focusing on content, strategies, techniques and skills needed in preparation for the AP examination. Students are expected to have strong writing skills and sit for the AP examination in May.

*Prerequisites for juniors wishing to take AP U.S. History in lieu of either Honors U.S. History II or U.S. History II: Successful performance on the departmental AP U.S. History Entrance Exam.*

*Prerequisite for seniors wishing to take AP U.S. History as an elective: Teacher recommendation.*

*A summer assignment is required.*

**NOTE:** The entrance exam is open to students enrolled in both Honors and CP U.S. History I who have current grade averages of B- or better in the Honors course and A- or better in the CP level class.
**Social Studies Electives**

**Sociology**

Grades 10-12

This course introduces students to the manner in which sociologists study society. Changing economic patterns, the advent of new technologies and the formation of defined social classes influence human behavior and alter the interaction of social groups. Topics include marriage, education, deviant behavior, immigration, the teenage environment, urban life, crime, population trends, as well as career and personal choices.

**Psychology**

Grades 11-12

This course introduces students to the systematic and scientific study of behavior and mental processes. Students will increase their understanding of psychology, its methods, theory, and research. Primarily, the course explores the psychological facts, principles and phenomena associated with each of the major sub-fields of psychology (consciousness, learning, personality, cognition, etc.). Course work is centered on case readings, film analysis and application of concepts to current events.

**AP Psychology**

Grades 11-12

This course is designed to provide students with an experience similar to a college-level introductory psychology class. Students develop an understanding of major core concepts and theories in psychology, learn basic skills of psychological research and experimental design, understand the ethical standards governing the work of psychologists, and apply psychological concepts to their own lives. All students will be held to skill standards designed to prepare them for success on the Advanced Placement Examination in May. Students are expected to take the AP examination in May.

*Prerequisites: Successful completion of any AP course offered in Social Studies, or a minimum grade of B in Honors U.S. History, or a minimum grade of A- in U.S. History. Candidates who do not meet these requirements must have a teacher recommendation.*

*A summer assignment is required.*

**AP European History**

Grades 11-12

This course focuses on the social, economic, and political developments in European history from 1450 onward. In preparation for the AP test, emphasis is on historical writing, including free response and document-based essay questions. Students are expected to have strong writing skills. Students are expected to take the AP examination in May.

*Prerequisites: Successful completion of any AP course offered in Social Studies, or a minimum grade of B in Honors U.S. History, or a minimum grade of A- in U.S.*
History: Candidates who do not meet these requirements must have a teacher recommendation.

A summer assignment is required.

Honors Model United Nations

The course examines international issues that have emerged in the past and/or are currently confronting the United Nations. Emphasis is given to study and mastery of international issues that have led to crisis and conflict in the world. Students demonstrate mastery of this material through competent presentation of issues by underlying model simulations of international diplomacy. Students are responsible for leading the Model Simulations program. This course develops students’ public speaking and problem-solving skills in both classroom and competitive settings. It is an excellent complement to student participation in the Model United Nations Club.

Prerequisites: Successful completion of an Honors U.S. History course or a minimum grade of A- in a U.S. History course.

NOTE: If interested in attending, there are costs associated with several overnight field trips.

Honors American Studies

This comprehensive, inter-disciplinary course explores what it means to be an American. Students study the history and the literature of the United States, synthesizing both in order to determine what defines American culture. Teachers from the Social Studies and English departments address major themes, providing unique perspectives and valuable insights. Special emphasis is given to the literature, art, music, and popular culture of the 20th century. America’s remarkable diversity, relationship to the rest of the world, and its role in globalization are also included in this study.

Prerequisites: During junior year students should have a minimum grade of B in both Honors U.S. History II and an Honors English course or a minimum grade of A- in U.S. History II and an English course.

AP U.S. Government & Politics

This college-level course provides an analytical perspective of government and politics in the United States. The course involves study of general concepts used to interpret U.S. politics through analysis of specific case studies. Students are expected to have strong writing skills. Completion of the course prepares students to take the AP examination in May.

Prerequisites for sophomores*: Minimum grade of A- in World History (as a final grade) and teacher recommendation.

Prerequisites: Successful completion of any AP course offered in Social Studies, or a minimum grade of B in Honors U.S. History, or a minimum grade of A- in U.S.
History.  Candidates who do not meet these requirements must have a teacher recommendation.

A summer assignment is required.

AP World History  

Grades 10-12

Students will develop a greater understanding of the dynamics of continuity and change across historical periods included in the course. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. Five specific themes are addressed: interactions between humans and the environment; development and interaction of cultures, state-building, expansion and conflict, creation, interaction and expansion of economic systems, and the development and transformation of social structures. Emphasis is placed on preparing students to successfully take the AP exam in May.

Prerequisites for sophomores*: Minimum grade of A- in World History and teacher recommendation.

Prerequisites: Successful completion of any AP course offered in Social Studies, or a minimum grade of B in Honors U.S. History, or a minimum grade of A- in U.S. History. Candidates who do not meet these requirements must have a teacher recommendation.

A summer assignment is required.

*Reminder: Sophomores are permitted only one AP level class.

Social Studies Semester Course

The Modern World 1979-Present  

Grades 10-12

This semester course will provide a survey of the past thirty years of global history. The decade spanning 1979-1989 will focus on the rise of Islamic Fundamentalism, the Reagan Revolution, the breakup of the Soviet Empire, and the fall of the Iron Curtain. The period between the first Gulf War of 1991 and the terror attacks of 2001 will stress the process of globalization and its world-wide impacts. The final segment of the class will address the world as it is today with all of its hopes and challenges.

Note: Students who need to meet their financial literacy requirement can enroll in The Modern World as part of their semester sequence with Financial Management. Please refer to page 9 for additional information. If students have already met their Financial Literacy requirement, they can enroll in this course with another semester elective.
MATHEMATICS

All Northern Highlands mathematics courses emphasize an analytical and comprehensive approach to learning. Students will use mathematical processes of problem solving, communications, connections, reasoning, representations and technology to solve problems and communicate mathematical ideas. All sequences provide rigorous and challenging studies in preparation for college entry. Incoming ninth graders that are new registrants will be notified of a future date to take an Algebra Proficiency Exam to be considered for the honors program or to assist with proper placement.

Typical Sequences

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Departmental Notes

In sophomore year, students who have earned an A- in CP Algebra I and a teacher recommendation may double up in CP Geometry and CP or Honors Algebra II/Trigonometry so that they may take a Calculus course in senior year.

Enrolling in a virtual online course, summer school course, or college course is also an option for students who wish to accelerate their mathematics sequence. Students must seek prior approval from the supervisor and principal.

Concepts of Algebra and Mathematical Patterns Grade 9

This course is designed for students who need additional reinforcement in number sense, arithmetic skills, basic algebra, and patterns. Analytical thinking coupled with
a thematic approach to problem-solving is the main instructional strategy. The major focus is upon every day, real-world applications and skills.

**Concepts of Geometric and Mathematical Reasoning**

This is the second year course that follows Concepts of Algebra I and Mathematical Patterns. The course focuses on basic geometric concepts, spatial sense, measurement and definitions, with a concentration on arithmetic and algebraic skills. Real-world applications are the main instructional strategies and problem-solving techniques. Preparation for the HSPA is also incorporated to reinforce concepts.

*Prerequisites: Concepts of Algebra and Mathematical Patterns and teacher recommendation.*

**Applied Mathematics**

This course, which is open only to students who need to fulfill their third-year graduation requirement in mathematics focuses on practical problem-solving that is found in social, consumer and career aspects of daily living. Sample topics include budgeting, credit, income tax and investment. Emphasis is given to arithmetic skills, geometry and basic algebra. HSPA and college entry exam preparation are also incorporated.

*Prerequisites: Two years of math and teacher recommendation.*

**Algebra I**

This course covers basic foundation skills in signed numbers, simplifying algebraic equations, solving equations, verbal problems, graphing linear equations, polynomials, factoring and simplifying rational algebraic expressions. A unit on statistics is also incorporated. It is designed for those students who need additional time to master the concepts and skills of algebra and basic arithmetic.

**CP Algebra I**

This course covers a rigorous foundation in skills involving the real number system, signed numbers, simplifying algebraic equations, solving equations, verbal problems, graphing linear equations, polynomials, factoring, simplifying rational algebraic expressions and quadratic equations. This course bridges the gap between concrete ideas of arithmetic and abstract ideas for higher mathematics. A unit on probability and statistics is also incorporated.
**Geometry**  Grade 10

This course is for those students who either completed Algebra I or who passed CP Algebra I with difficulty. Although there is thorough discussion of Euclidean geometry, less emphasis is placed on original deductive proof than it is in CP Geometry.

*Prerequisite: Algebra I or CP Algebra I.*

**CP Geometry**  Grade 9-11

This course focuses on the development of Euclidean principles with an emphasis on logical structure in both inductive and deductive reasoning, direct and indirect proofs of congruency, properties of polygons, areas, and volume probability. Students will use postulates and theorems to perform proofs in coordinate geometry as well.

*Prerequisites: CP Algebra I or Algebra I and teacher recommendation.*

*Prerequisite for incoming freshmen: Multiple criteria will be used as determined and reviewed by the student’s middle school principal.*

*Prerequisites for sophomores who wish to double up in sophomore year, taking both CP Geometry and CP or Honors Algebra II/Trig: Minimum grade of A- in CP Algebra I and teacher recommendation.*

**Honors Geometry**  Grade 9-10

The subject of this course is the development of Euclidean geometry with an emphasis on logical structure, and on inductive and deductive reasoning. Units on coordinate and solid geometry, transformations, analytic geometry of the conics and introduction to non-Euclidean geometries are included, as well as the study of the properties of various figures in plane and solid geometry. Students are also introduced to symbolic logic proofs and coordinate geometry proofs.

*Prerequisites: Minimum grade of A- in CP Algebra I and a teacher recommendation.*

*Prerequisite for incoming freshmen: Multiple criteria will be used as determined and reviewed by the student’s middle school principal.*

**Algebra II**  Grades 11-12

This course covers the basic elements of a second-year algebra course. Topics include: equations, graphs, functions, inequalities systems, rational expressions, and complex numbers.

*Prerequisites: Algebra I and Geometry.*

**CP Algebra II/Trigonometry**  Grade 10-11

This course includes an in-depth study of real numbers, an introduction to functions, polynomial functions, parabolas, rational expressions, irrational and complex numbers
and probability and statistics. Trigonometry of the right and non-right triangle is studied.

**Prerequisite:** CP Algebra I and CP Geometry.

**Honors Algebra II/Trigonometry**

Grade 10-11

The topics are similar to the ones in CP Algebra II/Trigonometry, but follow a more in-depth approach. Additional topics are trigonometric functions, solving triangles, exponential and logarithmic functions. Proofs and derivations of formulas will be incorporated when warranted. Students who intend to take AP Calculus should enroll in this course.

*Prerequisites for sophomores who wish to double up in sophomore year, taking both CP Geometry and Honors Algebra II/Trig:* Minimum grade of A- in CP Algebra I and teacher recommendation.

*Prerequisites for juniors who wish to accelerate into Honors Algebra II/Trigonometry during their junior year:* Minimum grade of A- in CP Algebra I, A- in CP Geometry and teacher recommendation.

**Advanced Algebra/Trigonometry**

Grade 12

Designed for those students who completed Algebra II as juniors, this course covers the study of circular functions, college algebra, and pre-college mathematics topics.

**Prerequisite:** Algebra II.

**Not open to students who completed CP Algebra II/Trigonometry.**

**Honors Math Analysis**

Grade 9

This accelerated course presents topics covered in Geometry and Algebra II/Trig. Students will study logic, deductive reasoning, parallel lines, congruent triangles, quadrilaterals, inequalities, similar polygons, right triangles, circles, constructions, coordinate geometry, area and volume. In addition, students will have an in-depth study of functions: linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric. Conics will also be explored.

*Prerequisite for incoming freshmen:* Multiple criteria will be used as determined and reviewed by the math supervisor.

**Pre-Calculus**

Grades 11-12

This course includes an in-depth study of functions, analytical geometry, conic sections, polar graphing, rational functions and graphical limits. Students are introduced to the elementary concepts of calculus.

*Prerequisites:* CP Algebra II/Trigonometry and teacher recommendation.

**Honors Pre-Calculus**

Grades 10-12

This accelerated course is primarily open to those juniors who plan to enroll in AP Calculus as seniors. Emphasis is on problem-solving strategies and techniques of
proof, as well as enriching algebraic skills. In addition to the rigorous study of functions and conic sections, students will investigate polar graphing, sequences and series, probability and statistics, inverse trigonometric functions, exponential and logarithmic functions, and trigonometric identity proofs.

Prerequisite: Minimum grade of B- in Honors Algebra II/Trigonometry.

Not open to students who have taken Pre-Calculus.

**Honors Calculus** 
Grade 11-12

This course is designed for students who opt not to take the AP Calculus course in their senior year. The course will prepare students with the fundamentals of calculus in preparation for college calculus. The course will introduce the concept of limits, techniques of differentiation and integration and its applications. Derivatives and anti-derivatives of trigonometric functions, derivatives of exponential and logarithmic functions, and trigonometric functions will be explored. Techniques of integration using real-world examples will be studied. Problem solving and applications are emphasized.

Prerequisite: Honors Pre-Calculus or minimum grade of B- in Pre-Calculus.

**Statistics and Probability** 
Grades 11-12

This course introduces major concepts and tools for collecting and analyzing data, and drawing conclusions. The main themes are: exploring data, describing statistics, sampling and experimentation, anticipating patterns, and hypothesis testing. Basic concepts of probability and normal distributions are studied. Case studies in confidence intervals, correlation, and regression are also examined. Verbal communication and problem-solving are emphasized throughout the year. This is a practical and helpful course for many careers.

Prerequisite: Successful completion of CP Geometry and CP Algebra II/Trig.

**AP Statistics** 
Grades 10-12

This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Problem-solving and effective verbal communication is strongly emphasized and is necessary for success in the course. There is an abundance of interpretive reading that requires students to use inference skills. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns and statistical inference. Topics in probability include geometric and binomial theorems, and the normal curve. Those students interested in social sciences, engineering, science and math are encouraged to enroll. Students are expected to take the AP examination in May.

Prerequisite for sophomores: Minimum grade of A (as a final grade) in Honors Geometry and teacher recommendation.

Prerequisites for juniors and seniors: Honors Algebra II/Trigonometry or minimum grade of A- in CP Algebra II/Trigonometry and teacher recommendation.
A summer assignment is required.

Reminder: Sophomores are permitted only one AP level class.

AP Calculus (AB) Grade 11-12

Calculus AB covers differential and integral calculus topics that are typically covered in a Calculus I course in college. The course emphasizes theory as well as the applications of differentiation and integration. Concepts and problems are examined from a geometric, numeric, and analytical perspective. This is a rigorous, challenging, and demanding course that requires an intuitive knowledge of mathematics. It is expected that the students in this course will seek college credit, college placement, or both as a result of successful performance on the advanced placement exam. Students are expected to take the AP examination in May.

Prerequisites: Minimum grade of B in Honors Pre-Calculus and teacher recommendation.

A summer assignment is required.

AP Calculus (BC) Grade 11-12

The Calculus BC course covers Calculus AB topics, as well as additional topics in differential and integral calculus and infinite series. This course is rigorous, challenging, and demanding, and is recommended only for those who appreciate and understand the theoretical aspects of mathematics. Additional topics are L'Hopital's Rule, logistic growth, Euler's Method, improper integrals, series convergence, Maclaurin and Taylor Series. Students who perform well may receive up to two semesters of college credit. Students who take the Calculus BC exam will receive a Calculus AB sub score grade in addition to the Calculus BC grade. Students are expected to take the AP examination in May.

Prerequisites: Minimum grade of A- in Honors Pre-Calculus and teacher recommendation.

A summer assignment is required.
## SCIENCE

### Typical Physics First Sequences

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*no additional lab time required.  

S = semester course

### Departmental Notes

1. Physics, Chemistry, and Biology courses must be taken in sequential order.
2. Students may transfer to higher level provided grades are appropriate and a teacher recommendation is provided.
4. No electives may be substituted for core requirements unless approved by the principal.
5. Classes assigned a lab will have that period removed from physical education; however, if a student has a study hall, lab will come out of study rather than physical education class.
6. Students wishing to double up in a lab science must take a study hall to accommodate labs.
7. Students who wish to enroll in AP Chemistry as a sophomore or AP Biology as a junior may do so with prior approval of a summer course, virtual online course, or college-level course.

Students may choose to opt-out of dissection in the following life science courses: Biology, CP Biology, Honors Biology, Honors Anatomy & Physiology, AP Biology, Sports Medicine and Anatomy. Consult the Student/Parent Handbook and/or the instructor’s School Wires homepage for details concerning the opt-out process.
Physics/Lab

The course introduces students to the study of basic physics and the conceptual understanding of physical interactions. The major topics include kinematics, mechanics, impulse, momentum, energy, thermodynamics, waves, light, optics, sound, electricity, magnetism, and astronomy.

No additional scheduled lab time required.

CP Physics/Lab

The course introduces students to the study of physics conceptually by studying physical phenomena, and by requiring them to describe those phenomena computationally and graphically, both in the classroom and the laboratory. The major topics include kinematics, mechanics, impulse, momentum, energy, thermodynamics, waves, light, optics, sound, electricity, and magnetism.

Honors Physics/Lab

The course introduces students to the study of physics conceptually by studying physical phenomena, and by requiring them to describe rigorously those phenomena computationally and graphically, both in the classroom and the laboratory. The major topics include kinematics, mechanics, impulse, momentum, energy, thermodynamics, waves, light, optics, sound, electricity and magnetism. Ninth grade math level determines ninth grade science placement.

Prerequisite for incoming freshmen: Multiple criteria will be used as determined and reviewed by the students’ middle school principal.

Co-requisite: Honors Geometry.

AP Physics B/Lab

Advanced Placement Physics is a full year, college level introduction to Physics. The class and material are designed and presented at the same level that one would experience in a university-based physics program. It is a highly mathematical, second-year course that emphasizes problem-solving approaches to topics. A high level of achievement in algebra, geometry, and trigonometry is mandatory. Students choosing to take this class will find it challenging, with extended study-time requirements outside of class. On average, the student is expected to spend one hour on homework problems each night, with additional time spent reviewing the chapter in the book and examining homework solutions from the previous night’s work. Students are required to apply the principles learned in class to problem solving in homework, test, and laboratory settings. The major topics of study include: Newtonian Mechanics; Electricity and Magnetism; Fluid Mechanics and Thermal Physics; Waves and Optics; and Atomic and Nuclear Physics. Students are expected to take the AP Physics B examination.

Prerequisites: Teacher recommendation, successful completion of science courses, and a minimum grade of A- in Pre-Calculus, or B in Honors Pre-Calculus. This is a
challenging course and requires science teacher recommendation and a strong performance in previous honors science courses.

A summer assignment is required.

**AP Physics C/Lab**  
Grade 12

AP Physics-C is designed to prepare the qualified physics student to take the Advanced Placement Physics-C test in Mechanics and Electricity/Magnetism. This course requires the use of Calculus in the solution of problems in the following areas: motion in two dimensions, work, energy, momentum, rotation, oscillatory motion, universal gravitation, electric forces and fields, capacitance, steady state and non-steady state circuits, magnetic fields and forces, and induction. Successful completion of this course and the AP Physics Exams in Mechanics and Electricity/Magnetism will provide an experience similar to that of two semesters of physics in engineering, physical science, mathematics or pre-med program at a university. This course requires a high degree of commitment to academic work and extremely strong mathematical analysis and problem solving abilities. It should be noted that although fewer topics are covered in Physics C than in Physics B, they are covered in greater depth and with greater analytical and mathematical sophistication, including calculus applications.

*Prerequisite:* This is a senior course and requires science teacher recommendation and a strong performance in the three previous years of honors science.

*AP Calculus is a co-requisite. Concurrent placement in AP level Calculus course (AP Calculus AB; AP Calculus BC) is required.*

A summer assignment is required.

**Chemistry/Lab**  
Grade 10

The context provides for a real-world foundation of chemistry concepts. Students are engaged in activities that explore matter, how atoms combine to form new materials, and why different types of matter behave in certain ways. Critical thinking and problem solving skills are developed in classroom and lab activities. Students use technology for data collection and analysis, to develop presentations that accurately express their ideas, and for modeling.

No additional scheduled lab time required.

**CP Chemistry/Lab**  
Grade 10

Students in this course will learn the thinking skills and chemical principles that are necessary for success in an introductory college general chemistry course. Topics of study include atomic structure, chemical bonding, chemical reactions, gas laws, acids and bases, and stoichiometry. Strong analytical and algebra skills are necessary for success at this level. Students will leave this course with the ability to solve problems using factor-label method, significant figures, and algebraic manipulation of symbolic
equations. The course combines lecture, self-study, traditional laboratory exercises, and experimental design to enhance understanding of the big ideas in chemistry.

Prerequisites: Successful completion of CP Physics and CP Math or a minimum grade of A- in Physics with teacher recommendation.

Honors Chemistry/Lab

This chemistry course is designed for students who are considering a science-related career and who have shown superior aptitude and interest in science and mathematics. The emphasis is on quantitative, analytical, and problem-solving skills. Topics include modern atomic theory, periodic properties and laws, bonding and molecular dynamics, stoichiometric relationships, gas laws, thermodynamics, acid-base reactions, kinetics, electrochemistry, nuclear chemistry, and equilibrium.

Prerequisites: Minimum grade of C- in Honors Physics and Honors Geometry and teacher recommendation or, a minimum grade of A- in CP Physics and a minimum grade of A- in CP Geometry and teacher recommendation.

AP Chemistry /Lab

Advanced Placement Chemistry is a highly-mathematical, introductory college-level course that builds upon the knowledge base gained in sophomore chemistry. This course emphasizes problem-solving skills and requires students to do independent research and reading, write formal lab reports, and include considerable preparation time for class. The areas of study include: thermodynamics; atomic theory; chemical bonding and molecular geometry; kinetics; equilibria; acid-based theory and equilibria; nuclear chemistry; electrochemistry; and organic nomenclature. Students are expected to take the AP Chemistry examination.

Prerequisites: Minimum grade of B in Honors Chemistry, minimum grade of B in either Honors Geometry, Honors Pre-Calculus, or Honors Calculus and teacher recommendation.

Suggested co-requisite: Honors Pre-Calculus or Honors Calculus (if not taken previously).

A summer assignment is required.

Biology/Lab

In this introductory course, students will utilize the scientific method of investigation, observation, and inquiry to gain knowledge about all living parts of earth. Particular emphasis will be placed on cellular structure, life processes (including respiration and photosynthesis), cellular transport (diffusion and osmosis) and cell reproduction. Special topics in the study of DNA and genetics will also be covered. Laboratory investigations and the use of Internet resources are an integral part of this hands-on course, helping students to further develop their critical thinking and scientific inquiry skills. Students will demonstrate appropriate proficiency in the biological sciences to successfully complete the End of Course State Biology Exam. Based on New Jersey Department of Education requirements, students must take the New Jersey Biology Competency Test (NJBCT) at the conclusion of this course.
Prerequisite: Successful completion of Chemistry and/or teacher recommendation.

No additional scheduled lab time required.

**CP Biology/ Lab**  
Grade 11

This course focuses on the nature of life at all levels of structural organization. It emphasizes the similarities of basic life functions within the vast diversity of life forms. Students will describe the molecules that make up living things and explain how cells use energy to stay alive. They will show how cell structure relates to function and how cell division and gene mutation can result in evolutionary change. They will examine interactions between living things and the environment. Concepts will be reinforced by related laboratory experiences. Students will develop appropriate proficiency to pass the New Jersey Biology Competency Test (NJBCT), as required by the New Jersey Department of Education.

Prerequisites: Successful completion of CP Chemistry and CP Math, or an A- in Chemistry with teacher recommendation.

**Honors Biology/Lab**  
Grade 11

In this course, students explore the core concepts on which modern biology is based. Students will see how all forms of life are unified by the similarities in their organization and life functions. They will describe biologic molecules and explain the energy transformations that sustain life. They will show the relationship between cell structure and function, and between cell division and genetic variation, and describe how evolution is possible through sexual reproduction and gene mutation. Critical thinking and scientific inquiry skills are fostered through laboratory work, group activities, internet sources, and independent work. Students will develop appropriate proficiency to pass the New Jersey Biology Competency Test (NJBCT), required by the New Jersey Department of Education.

Prerequisite: Minimum grade of C- in Honors Chemistry and teacher recommendation or a strong background in chemistry indicated by a minimum grade of A- in CP Chemistry and teacher recommendation.

**AP Biology/Lab**  
Grades 11-12

The AP Biology course is designed to be the equivalent of a college-level introductory biology course. The intent of the course is to expose students to higher-level biological principles, concepts, and skills and allow them the opportunity to apply their knowledge to real-life applications. The core concepts of AP Biology are organized around biological principles called big ideas that permeate the entire course and focus on the following topics: Big Idea 1: The process of evolution drives diversity and unity of life. Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes. Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

In the revised AP Biology course, the teacher serves as the facilitator while the students develop as independent thinkers and learners, especially through laboratory investigations. Many concepts that are considered prerequisite knowledge for the
course must be reviewed independently through the use of various resources, including assigned reading in the textbook, websites, and journal articles. In class, students are given opportunities to learn and apply their knowledge through the process of inquiry rather than learning solely from lectures and/or prescribed lab protocols. A sense of wonder and use of original thought are fostered as students are encouraged to extend their learning via conceptual understandings and open inquiry. When a student completes the course, he or she should be prepared to do well on the AP Exam as well as in an equivalent course in a college or university setting.

*Prerequisites:* AP Biology is offered to any junior and senior who have successfully completed 10th grade Chemistry and 11th grade Biology. It is strongly recommended that students who take this course should have completed the honors levels with a minimum grade of B in both courses. Teacher recommendation is required.

A summer assignment is required.

Science Electives

**University of Medicine and Dentistry of New Jersey (UMDNJ):**

**Hon Anatomy & Physiology I & II/Lab**

This UMDNJ course is the study of the structure and function of the human body. Students who successfully complete the course will earn eight college credits from UMDNJ and five credits on Northern Highlands' transcript. Taking this course for college credit is optional and not a requirement to enroll. UMDNJ does not charge tuition. This course follows a sequential development of the major body systems in an organized and structured curriculum. The course is designed to give the students a selective overview of human anatomical structure and an analysis of human physiological principles. Labs will include slide work, dissection of various animals and study of the human skeleton. The course will also use computer simulated dissection.

*Prerequisites:* Minimum grade of A- in CP Biology or B in Honors Biology, completion of Dynamics of Health Care is necessary in order to receive credit through UMDNJ for this course.

A summer assignment is required.

**Note:** Students taking this course can earn college credit (please refer to page 9).

**Syracuse University Project Advance (SUPA):**

**SUPA: Hon Forensic Science**

This SUPA course provides the synthesis of all required courses in the Physics First Curriculum. Chemistry 113/Forensics Science at Syracuse University is intended to provide an introduction to understanding the science behind crime detection. Scientific method, specifically relevant to crime detection and analysis, will be presented with emphasis on techniques used to evaluate physical evidence. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil
comparisons, and arson investigations, among others. Laboratory exercises will include techniques commonly employed in forensic investigations. Students must first follow the Physics First Curriculum: Physics, Chemistry, and Biology.

**Prerequisites:** Minimum grade of B in Honors Chemistry and Honors Biology, or minimum grade of A- in CP Chemistry and CP Biology.

A summer reading assignment is required.

**No additional scheduled lab time required.**

**Note:** There is a financial obligation (please refer to page 9).

**Sports Medicine and Anatomy/Lab**

Sports Medicine is designed for the student who is interested in the study of anatomy and physiology and how sports affect these systems. Areas of emphasis include the study of anatomy, exercise physiology, kinesiology, athletic injury evaluation, rehabilitation of athletic injuries, and pharmacology. The human skeletal, muscular, and nervous systems are covered in great detail. Lab experiences are an essential learning tool and include blood pressures and heart rates, reflexes, joint assessments, ankle and various taping techniques, splinting and wrappings, and dissections.

**Prerequisites:** Minimum grade of C in CP Chemistry and CP Biology, or a minimum grade of B in Chemistry and Biology, and teacher recommendation

**No additional scheduled lab time required.**

**Environmental Science**

Every day our environment changes. What is our role in this change? What can we do to effect positive change? This course takes an interdisciplinary approach to introducing students to the science that runs our planet. Students will learn how to identify and analyze environmental problems, evaluate risks associated with these issues, and examine alternative solutions. Students complete field investigations about the ecosystem that is our school campus and how the school fits into the greater environment.

**Prerequisites:** Successful completion of any level core science course.

**Note:** Juniors who would like to enroll in this course must take biology concurrently.

**No additional scheduled lab time required.**

**AP Environmental Science**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The AP Environmental Science course is a demanding course designed to be the equivalent of a one-semester, introductory college course in Environmental
Science. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas which include concepts of geology, biology, chemistry, and geography.

Prerequisites: Minimum grade of B in Honors Chemistry and Honors Biology and a minimum grade of A- in CP Chemistry and CP Biology, or written recommendation from two science teachers.

A summer assignment is required.

Forensics Grades 11-12

This course studies the science behind how forensic scientists are used to solve crimes. Unlike the SUPA Forensics course, it does not carry college credits. Topics include history of forensic science, the crime scene, physical and biological evidence collection and analysis, microscopic investigations, hair and fiber analysis, determination of the time of death, and insect study. DNA evidence is also covered along with computer, document, and voice recognition as evidence.

Prerequisites: Successful completion of the physics, chemistry, and biology sequence. Eleventh-graders may be taking biology concurrently. Eleventh graders may not substitute this course for the biology requirement.

No additional scheduled lab time required.

Science Semester Course

Astronomy Grades 11-12

Astronomy introduces students to the makeup and dynamics of the universe. Using powerful telescopes, the school planetarium, and the Internet, students learn how to identify Earth’s place in the universe. Students also study the moon, planets, major stars and constellations, galaxies, nebulae, and other objects like black holes.

Prerequisites: Successful completion of any level Physics and Chemistry course.

No additional scheduled lab time required.
**WORLD LANGUAGES**

**Typical Sequences**

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<th>Grades 9-12</th>
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*Syracuse University Project Advance (SUPA)*

**Departmental Notes**

- There is a two-year World Languages graduation requirement, preferably in the same language.
- Students must have three or four years of a CP or Honors-level language in order to be adequately prepared for the SAT Subject Test.
- See page 9 for specific information on Syracuse University reduced tuition for the four-credit SUPA French and four-credit SUPA Spanish classes.
- Northern Highlands is committed to providing four years of language study for our students. However, please bear in mind that in the eventuality of low enrollment at upper levels of language study this commitment may be met via virtual high school classes.

**Exploring Languages and Cultures**  
Grades 9-10

This survey course is designed for students beginning their first year of study of languages and cultures, who may not plan to continue their study of language beyond two years. Students are introduced to Spanish, French, Italian and Latin languages and cultures, as well as less frequently studied languages and cultures from Europe, Asia, Africa, and the Americas. The multi-cultural focus addresses different peoples and practices, and makes comparisons and connections with students' own heritage.

*Prerequisite: Teacher recommendation.*
Latin

Latin I and II are currently offered in the traditional manner with classroom instruction. As students advance Honors III and Honors IV courses are offered as a virtual class.

Latin I

Grades 9-12

Students are given the opportunity to develop a firm foundation for language study in general (including English). Emphasis is placed on the study of derivatives to increase English vocabulary and study skills. Selected readings are on Roman culture and customs, including mythological and historical figures.

Prerequisite: Students who have studied another world language should have earned a minimum grade of C.

Honors Latin II

Grades 10-12

Introducing more complex grammatical structures, this course is a continuation of basic Latin grammar. The study of Roman customs and religion focuses on Roman family, daily life, forms of entertainment, and history. Additional emphasis is placed on the study of derivatives, Latin prefixes, and Latin words used in English in an effort to increase the student’s ability to decipher unfamiliar English vocabulary words.

Prerequisite: Recommendation of Latin I teacher.

Honors Latin III

Grades 11-12

This course is a continuation of Latin grammar, concentrating on more complex grammatical structures and an introduction to rhetorical figures of speech in preparation for reading selected works of several prose authors of the Golden and Silver Ages of Latin Literature. Students will focus on the works of Roman historians while reading, translating and comparing the writing styles of authors such as Caesar, Cicero, Pliny the Younger, and Livy.

Prerequisite: Recommendation of Latin II teacher.

Note: This course is a virtual class. We encourage students to speak to their Latin teacher or the department supervisor for more information.

Honors Latin IV

Grade 12

This course provides a general grammar review focusing on subjunctive mood, infinitives and participles as used by specific authors. Study includes: literary styles and figures of speech common to Latin oratory; history; letter writing; and works of Caesar, Cicero, Pliny, and Livy. Students are also introduced to poetry and versification with particular attention to the works of Ovid.

Note: This course is a virtual class. We encourage students to speak to their Latin teacher or the department supervisor for more information.
French

French I  Grades 9-12
This beginning course emphasizes communication (speaking, listening, reading, writing), and culture. Students express themselves in interpretive, interpersonal, and presentational modes through readings, conversations, dialogues and projects that also include individual and paired computer activities. Students will be prepared to continue their study of French in CP French II.

CP French II  Grades 9-12
Students who began French in middle school review previously-learned materials with an eye to increasing communicational skills (speaking, listening, reading, writing), and knowledge of the culture under study. Students express themselves in interpretive, interpersonal, and presentational modes.

*Prerequisite: Minimum of two years of French in middle school or French I.*

CP French III  Grades 10-12
Basic linguistic skills and cultural awareness are further developed to increase the student's proficiency and cultural understanding. Students will become comfortable in their ability to express themselves in interpretive, interpersonal, and presentational modes of communication.

*Prerequisite: Recommendation of CP French II teacher.*

CP French IV  Grades 11-12
A more in-depth study of French takes place so that students have an adequate command of language patterns of French. Over the year, oral proficiency increases and cultural awareness continues to develop. Students advance in interpretive, interpersonal, and presentational modes while deepening their understanding of cultures of the French-speaking world.

*Prerequisite: Recommendation of CP French III teacher.*

CP French V  Grade 12
This course is a continuation of the main elements of CP French IV. The degree of difficulty in reading material, and the overall tempo of the course is greater. Emphasis is given to improvisational conversation as well as higher-order oral work. Students continue to express themselves in interpretive, interpersonal, and presentational modes, developing in complexity and performance.

*Prerequisite: Recommendation of CP French IV teacher.*
French II Enriched  
Grade 9

Students who began French in middle school receive a minimal review of previously learned material. New subject matter is presented at a rapid pace in this enriched French sequence, and reinforced through oral and written communication in interpretive, interpersonal, and presentational modes. Classes are conducted in French.

*Prerequisite: Teacher recommendation.*

Honors French III  
Grade 10

Students profit from more advanced reading selections and from listening practice. Students in this enriched course proceed more rapidly with language structure exercises. Classes are conducted mostly in French. Students continue to advance in interpretive, interpersonal, and presentational modes. Classes are conducted in French.

*Prerequisite: Recommendation of French II E teacher.*

Honors French IV  
Grade 11

Students advance to reading selections of increasing length and difficulty and diverse literary forms. Reading selections are chosen for their cultural significance. Students bring their interpretive, interpersonal, and presentational modes of communication to a more sophisticated level, while studying literature of the French-speaking world. Classes are conducted in French.

*Prerequisite: Recommendation of Honors French III teacher.*

Syracuse University Project Advance (SUPA):  
SUPA: Hon French V  
Grade 12

This course, entitled French 201 Intermediate French at Syracuse University, focuses on systematic development of advanced-level skills. Activities involve the use of film and video to develop note-taking skills; oral skills are honed in extended discourse, paragraph-length accounts, role playing, and interviews. Activities focus on understanding the facts, and details of narration and description. Production of texts such as letters, journals, summaries and reports will be systematically developed.

*Prerequisite: Three years of Honors French or an A- average in CP French IV, plus teacher recommendation.*

**Note:** There is a financial obligation (please refer to page 9).

AP French Language  
Grade 12

This level requires a high degree of proficiency. Listening and speaking skills are continuously analyzed and evaluated. Reading continues with a variety of original selections discussed in French, and writing skills are expanded to include analytical
and creative papers/projects. Students enrolled in this course are preparing for and are expected to take the AP examination in French Language.

Prerequisite: Recommendation of Honors French IV teacher.

A summer assignment is required.

Spanish

Spanish I Grades 9-12

Designed for students new to the study of world languages, this course emphasizes communication (speaking, listening, reading, and writing) and culture of the Spanish-speaking world. Students express themselves in interpretive, interpersonal, and presentational modes through authentic reading and listening selections, conversations, dialogues and projects that incorporate current technologies. Students will be prepared to continue their study of Spanish in CP Spanish II.

CP Spanish II Grades 9-12

Students who began Spanish in middle school or who have completed Spanish I review previously learned material and then move on to new material with an eye to gaining increased proficiency and cultural awareness. Students express themselves in interpretive, interpersonal, and presentational modes of communication.

Prerequisite: Minimum of two years of Spanish in middle school.

CP Spanish III Grades 10-12

Skills and cultural awareness are further developed to increase students’ proficiency and understanding. Students become comfortable expressing themselves in interpretive, interpersonal, and presentational modes of communication.

Prerequisite: Recommendation of CP Spanish II teacher.

CP Spanish IV Grades 11-12

As a more in-depth study of Spanish takes place, students develop adequate command of language patterns. Over the year, oral proficiency and cultural awareness continue to develop. Students advance in interpretive, interpersonal, and presentational skills, while deepening their understanding of cultures of the Spanish-speaking world.

Prerequisite: Recommendation of CP Spanish III teacher.

CP Spanish V Grade 12

This course is a continuation of the main elements covered in CP Spanish IV; however, the degree of reading difficulty and the general tempo of the course are more challenging. Students continue to express themselves in more complex
interpretive, interpersonal, and presentational modes, further developing in complexity and performance.

*Prerequisite: Recommendation of CP Spanish IV teacher.*

**Spanish II Enriched**  
Grade 9

This course is intended for students who began Spanish in middle school and desire an enriched Spanish language experience. Minimal review is given to materials learned in grades seven and eight, and new material is presented at an accelerated pace, reinforced through oral and written communication in interpretive, interpersonal, and presentational modes. Classes are conducted in Spanish.

*Prerequisite: Teacher recommendation.*

**Honors Spanish III**  
Grade 10

Students develop their ability to express themselves accurately in many scenarios. Students profit from more advanced reading selections and listening practice, and are able to proceed faster with structure exercises. Classes are conducted in Spanish while students continue to advance their interpretive, interpersonal, and presentational modes of communication.

*Prerequisite: Recommendation of Spanish IIE teacher.*

**Honors Spanish IV**  
Grade 11

Students study Spanish culture, make connections and comparisons, and advance to reading selections in increasing length and difficulty and of diverse literary genres. Classes are conducted in Spanish. Students continue mastery of oral and written expression. Students bring their interpretive, interpersonal, and presentational modes of communication to a more sophisticated level while studying literature of the Spanish-speaking world.

*Prerequisite: Recommendation of Honors Spanish III teacher.*

**Syracuse University Project Advance (SUPA):**  
**SUPA: Honors Spanish V**  
Grade 12

This course, entitled Spanish 201 Intermediate Spanish at Syracuse University, is a proficiency-based course that reviews understanding of the formal structures of language, refines previously acquired linguistic skills, and builds awareness of Spanish culture. Authentic oral and literary texts are introduced. By the end of the course students are expected to communicate effectively: giving and getting information; surviving predictable and complicated situations; narrating and describing in present, past, and future time; supporting opinions and hypothesizing comfortably in Spanish.

*Prerequisites: Three years of Honors Spanish or an A- average in CP Spanish IV, and teacher recommendation.*

*Note: There is a financial obligation (please refer to page 9).*
AP Spanish Language

Grade 12

Because a high degree of proficiency is expected at this level, listening and speaking skills are continuously analyzed and evaluated. Reading continues with a variety of authentic selections discussed in Spanish; writing skills are expanded to include analytical and creative formats. Students enrolled in this course are preparing for and are expected to take the AP examination in Spanish Language.

Prerequisite: Recommendation of Honors Spanish IV teacher.

A summer assignment is required.

Italian

Italian I

Grades 9-12

This beginning course emphasizes communication (speaking, listening, reading, writing), and culture. Students express themselves in interpretive, interpersonal and presentational modes through readings, conversations, dialogues and projects that also include individual and paired computer activities.

CP Italian II

Grades 9-12

The second level of Italian continues to be communicative focusing on practical situations using language structures. The course further increases students’ proficiency in the language and enhances and enriches understanding of Italian culture and heritage. Students become more comfortable expressing themselves in interpretive, interpersonal and presentational modes.

Prerequisite: Italian I

CP Italian III

Grades 11-12

This course is a continuation of speaking in practical situations, requiring knowledge of language structure and culture learned in Italian II. As students develop greater proficiency of spoken and written Italian, they study the characteristics of the different regions of Italy. Reading selections are chosen essentially for their cultural significance and student interest.

Prerequisite: Recommendation of CP Italian II teacher.
**Honors Italian III**

Grades 11-12

This course is a more in-depth study of Italian language and culture. Students learn to express themselves using more advanced grammatical structures, and continuing the study of Italian arts and music. Students are required to express themselves in written and spoken Italian. Reading and writing selections are chosen for cultural significance and student interest.

*Prerequisite: Recommendation of CP Italian II teacher.*

*Note:* In case of low enrollment, this Honors Italian III class may not be offered. Those students wishing to continue their four-year sequence of Italian will continue in CP Italian III and Honors Italian IV.

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**Honors Italian IV**

Grade 12

This course is a continuation of the main elements of Honors Italian III; however, the degree of difficulty, reading material, grammar, and overall course tempo are greater. Students engage in extensive improvisational conversation, as well as higher-order oral work, reading, writing, and testing. While studying Italian literature, students continue to express themselves in more complex interpretive, interpersonal, and presentational modes.

*Prerequisite: Recommendation of CP Italian III or Honors Italian III teacher.*

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**Chinese**

**Chinese I**

Grades 9-12

This course introduces students to Mandarin, the most widely spoken dialect in China. Students study the Pinyin system of Romanization of Mandarin. The students will learn to communicate about topics such as getting to know each other, families, feelings, hobbies, the date, time expressions, location, daily routines, and weather. Chinese culture and history are also woven into the language lessons to lend a sense of vitality to the course.

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**Honors Chinese II**

Grades 10-12

Students continue to develop the basic level skills in speaking, listening, reading and writing. There is a transition from traditional and simplified characters in addition to continued practice with the Pinyin system. This course emphasizes vocabulary building and greater fluency in utilizing communication skills in familiar, everyday situations. Students begin to learn different strategies and methods of expressing similar ideas, feelings and concepts, thereby gaining a greater flexibility of expression. Chinese culture and history continue to be woven into the language lessons, continuing a sense of authenticity.

*Prerequisite: Recommendation of Chinese I teacher.*
Honors Chinese III  
Grades 11-12

Students will continue to develop their language ability to express themselves in many practical, everyday scenarios in greater depth. More complicated grammatical concepts and vocabulary from daily life will be introduced. Chinese culture and history continue to be woven into the language lessons. Classes are conducted in Chinese while students develop interpretive, interpersonal, and presentational modes of communication. The course will also emphasize the critical transition from thinking in English and translating into Chinese to “thinking on your feet” in Chinese.

Prerequisite: Recommendation of Honors Chinese II teacher.

Honors Chinese IV  
Grade 12

The Chinese IV Honors class provides students with ongoing and varied opportunities to further develop their proficiencies in Chinese language skills (listening, speaking, reading and writing), and Chinese culture. The class will apply integrated performance-based instruction. Students will learn further about various aspects of contemporary Chinese society, population, ethnic, cultural celebrations, beliefs and attitudes, and social issues and current affairs. They will also have music literature, movie and poetry appreciation. The class prepares students to demonstrate their level of Chinese at the intermediate-low level.

Prerequisite: Recommendation of Honors Chinese III teacher.
CAREER EDUCATION &
CONSUMER, FAMILY, AND LIFE SKILLS

Business Education

Introduction to Business
Grades 9-12

This course examines business concepts including diverse economic systems, today’s market, the government’s role in business, and decision-making skills. Other topics include the stock market, entrepreneurship, planning a budget, making investments, and planning a career in today’s global economy. This course fulfills the financial literacy requirement for the graduating class of 2014 and beyond.

Personal Finance and Investment
Grades 9-12

Do you want to learn about the stock market and about how to manage money? This course will enable you to learn about the critical aspects of personal financial decision-making. You will participate in a stock market game that simulates real-world investing. This course explores a broad range of today’s asset/investment alternatives, including stocks, bonds, mutual funds, exchange-traded funds, savings instruments, real estate, and collectibles. Students also learn about important financial topics such as purchasing/owing a car, saving for college, responsible credit card usage, and avoiding identity theft. This course fulfills the financial literacy requirement for the graduating class of 2014 and beyond.

Marketing I: Promotion and Selling
Grades 10-12

This course provides a detailed introduction to Marketing and its impact on how consumers decide to spend their money. Students who take this course will become consumers as a result of better understanding of how marketing plays a vital role in business. Students learn how the “Four P’s of Marketing” affect consumer decisions; how product promotion affects buying habits; and how pricing affects buying decisions. Instruction includes hands-on experiences by analyzing “real world” case studies of marketing successes and failures; students will create and present an original promotional campaign.

Marketing II: Advertising and Branding
Grades 11-12

This course develops executive advertising skills. Students also learn how to develop actual products from beginning-to-end stages, including package and label design, product features, brand naming, and methods of distribution. Students both analyze current advertising campaigns and create new ones. In-depth promotional strategies with hands-on activities that include formulating storyboards, print layouts, radio and television commercials, and merchandising displays are employed. This course is a must for future entrepreneurs, advertising directors, and product developers.

Prerequisite: Teacher and counselor recommendation and a minimum grade of B in Marketing I: Promotion and Selling
Honors Marketing  
Grade 12

This course is for college-preparatory students who are looking for a challenging follow-up to Marketing I. Students deepen their understanding and apply principles of marketing research, product pricing, promotion, and marketing management through “real world” marketing scenarios and case studies. Each student is responsible for preparing a 20-30 page comprehensive paper in preparation for DECA competitions.

Prerequisites:  Marketing I: Promotion and Selling, minimum grade of B in Marketing II: Advertising and Branding.

Honors Management  
Grades 11-12

This course is designed for students interested in studying business management in a global economy. Topics include: principles of management, business ethics, diversity, international business, leadership skills, and human resource management. Project-based discussions develop around actual business case studies that emphasize the use of analytical and decision-making skills.

Prerequisite: Minimum grade of a B in any business education course. Open to juniors and seniors.

Entrepreneurship  
Grades 11-12

Do you have what it takes to start your own business? This course focuses on starting a business, research and planning, marketing, management, financing, and growth. If you are not afraid to take risks, seek more independence, and have a high desire for achievement, then you will want to take this course to understand why entrepreneurs are willing to take the risk of starting new businesses.

Prerequisite: Minimum grade of a B in any business education course. Open to juniors and seniors.

AP Computer Programming  
Grades 10-12

This course is designed for students who seek a challenge beyond Computer Science and Programming. The course focuses on comprehensive program development and implementation, using JAVA programming language. Case studies and activities are used to analyze the logic behind effective data structure development using object-oriented techniques. Debugging techniques and efficient coding techniques are emphasized throughout the course, further incorporating in-depth analysis of real world applications and complex data structures. Students explore problem-solving in mathematics, business, and other disciplines. They also have the opportunity to construct a functional portfolio of programs to use when applying for admission to college-level computer-science programs.

Prerequisite for grade 10 only*: Minimum grade of A- in Honors Algebra II/Trigonometry (which will be checked in June) and demonstrated proficiency in
computer science by meeting with the computer science teacher and passing an exam.

Prerequisites for grades 11-12: Minimum grade of B in Honors Computer Programming, including JAVA, and Honors Algebra II/Trigonometry or CP Algebra II/Trigonometry, or demonstrated proficiency in computer science by meeting with the computer science teacher and passing an exam.

A summer assignment is required for all grades.

*Reminder: Sophomores are permitted one AP level class.

**AP Economics**

Grades 10-12

In this university-level macroeconomics course, students study the U.S. economy as a system for dealing with the problem of scarcity. Students develop analytical skills and evaluate the relationships among such variables as national output, income, employment, inflation, and the quantity of money. Heavy emphasis is placed on Fiscal and Monetary Policy, the Federal Reserve Bank, interest rates, as well as international economies, and the roles these topics play in our current economic system. Strong analytical skills are highly necessary. Students are expected to take the AP Examination in May.

Prerequisite for grade 10*: Minimum grade of A- in Honors Algebra II/Trigonometry (final grade will be checked in June).

Prerequisite for grades 11 and 12: A minimum of B in CP Algebra II/Trigonometry.

A summer assignment is required for all grades.

*Reminder: Sophomores are permitted only one AP level class.

**Work-Based Internships/Apprenticeships**

Grade 12

This credit-bearing program offers qualified students a career-related work experience as part of their academic program. The student is assigned a faculty advisor who coordinates the work assignment to meet the student’s career goals. To fulfill graduation requirements, the student will be scheduled for four classes each day, one of which will be a work-based internships/apprenticeships course, providing instruction in preparation for the actual work assignment. Students would be released from school at 11:00 AM each day to attend their work experience. Students are expected to work outside of school for a minimum of fifteen hours per week. Grades are based upon fulfillment of measured goals as agreed upon by both teacher and the local employer.

Prerequisite: Approval of guidance counselor and principal.
Business Education Semester Courses

Contemporary Business Technology Grade 9

This course focuses on developing 21st century business and technology skills. In a global economy driven by information and innovation, students must know both leading/emerging technology tools as well as workplace readiness skills to excel and compete effectively. The course incorporates advanced features of leading software technologies including Microsoft Word, Excel and PowerPoint as well as Adobe Photoshop and collaboration software such as Google Docs. Additionally, students will explore new technologies that can potentially impact business, personal, and educational environments. A broad range of relevant business disciplines are covered such as global economic awareness, personal financial management, presentation skills, and career and college planning. All entering freshmen must take this semester course with Freshman Rhetoric.

Financial Management Grades 9-12

This one-semester course promotes personal responsibility for financial planning, saving, credit, investing, and risk management. Financial literacy is essential in the 21st century as people exercise a wider range of choices in the interconnected, global economy. Students in this course will learn how to establish goals and budgets, analyze personal financial decisions, evaluate investment and savings alternatives, use credit responsibly, and manage financial risks. The course exposes students to “real world” scenarios and experiences such as case studies and a stock market game. This course fulfills the financial literacy requirement for the graduating class of 2014 and beyond.

Accounting Grades 9-12

This course is designed to develop the techniques of acquiring, organizing, maintaining, interpreting, communicating and using modern-day technology to process financial information. This course is a must for those students who want careers in the business world. Accounting is the language of business. Students learn how companies manage money for success. Some topics include the importance of maintaining a journal, credits and debits, payroll accounting, and financial statements analysis. Real-world applications are incorporated and electronic software is used.

Introduction to Computer Programming (Fall) Grades 10-12

This is the beginning course for students who would like to explore the history and development of computer science; programming is introduced using ALICE - a modern programming environment, designed to be a student’s first exposure to object-oriented programming. Students will create movies and simple video games, controlling the behavior of 3D objects and characters in virtual worlds.
Subsequently, students will utilize Visual Basic, a real world programming language, to design and implement basic programs. This course is for those who like to solve problems, and are interested in possibly pursuing a career in computer science, engineering, information technology and systems, or bioinformatics (biology and computing). This course is a prerequisite for Honors Computer Programming.

**Honors Computer Programming including JAVA (Spring) Grades 10-12**

This is the follow-up course to Introduction to Computer Programming. More advanced computer science topics (including Arrays) are studied using the Visual Basic language. Subsequently, students begin the study of JAVA, a popular object-oriented language used in today’s practical applications (and utilized in the AP Computer Programming course). This course is a prerequisite for AP Computer Programming.

*Prerequisites: Introduction to Computer Programming*
Applied Technology

**Computer-Aided Drafting and Design I**  
Grades 9-12

This introductory drafting course helps students to visualize three dimensions and to strengthen technical imagination. Topics covered include care and use of drafting instruments, lettering, orthographic and pictorial drawings, sketching and dimensioning, all skills essential to aspiring architects and engineers. Students will also apply their skills to learn how to use Computer-Aided Drafting (CAD), and a variety of mechanical devices, including gears and pulleys.

*Note:* Students enrolled in this class will have the opportunity to earn college credit through Bergen Community College (BCC) while simultaneously fulfilling their high-school graduation requirements.

**Note:** There is a financial obligation for those students who would like to earn college credit (please refer to page 9).

**Computer-Aided Drafting and Design II**  
Grades 10-12

The drawings produced are related to manufacturing processes, mechanical devices, automotive aerodynamics of dragsters, and ergonomic engineering. Students learn Computer-Aided Drafting (CAD) extensively and the Technology Education Problem-Solving Design Loop on projects. They also study robotics in greater depth with the direct aid of Lego Mindstorms.

*Prerequisite:* Must attain a B- or better in Computer-Aided Drafting and Design I or Real World Engineering and teacher recommendation.

**Honors Architectural Design**  
Grades 11-12

Students produce a professional-style house portfolio, using CAD. Included are client’s requirements for floor, foundation, electrical, plumbing, cross-section, plot/landscape, and elevation plans. Ultimately, students produce a three-dimensional scale model of their house designs. A research paper is also required.

*Prerequisite:* Must attain a B or better in Computer-Aided Drafting and Design II, have attained a C+ or better in Algebra II/Trigonometry or CP or Honors Geometry and teacher recommendation.

**Honors Engineering Design**  
Grades 11-12

(Not offered in 2013-14)

This course integrates Science, Technology, Engineering and Math (STEM) and applies the Technology Education Problem-Solving format to solve real-life, practical problems. Trigonometric and calculus-based functions are utilized in the development of structural design. Topics include: developments, intersections, structural design, nuclear generating facilities, green energies, pneumatics, robotics and nautical
engineering. Projects and competitions are presented in each area of study as well as a capstone project at the end of the course. Computer-Aided Drafting (CAD) is used extensively in this course. A research paper is required.

Prerequisite: Must attain a B or better in Computer Aided Drafting and Design II, have attained a C+ or better in Algebra II/Trigonometry, CP or Honors Physics, and teacher recommendation.

**Honors Architectural Design and Honors Engineering Design are offered in alternate years.

Real World Engineering Grades 9-12

This course integrates Science, Technology, Engineering and Math (STEM) by way of hands-on, real-world activities. Using the case study approach, students work in Design/Build Teams to solve engineering problems. Teams use computers to research, design, test, organize information, and receive feedback for design solutions. Students will study four major engineering case studies including structures, transportation, auto safety, and flight. In each case study students will utilize CAD to create and build projects. This course applies the Technology Education Problem-Solving format to solve real life, practical problems.

Prerequisite: Must attain a C+ or better in Algebra (8th grade) and be enrolled (9th grade) or have taken and earned a C+ or better in CP or Honors Physics.

Woodworking Grades 9-12

This course is an introduction to woodworking. Students learn how to safely and appropriately use woodworking machinery through demonstrations and handouts. Basic to intermediate jointing techniques will be used to design and construct four different assigned smaller projects. After completion of assigned work and safety training, students can make an independent project. All students must pass safety quizzes in order to use machinery and mandatorily practice wood tab safety daily to remain in the course. Students will not be able to take Woodworking again; they will move onto Project Woodworking or Furniture Design.

Creative Wood Crafts Grades 9-12

This is an introductory course in woodworking exclusively reserved for female students. Students will develop the skills necessary to create a wide range of projects including jewelry boxes, holiday decorations, mirrors, desk organizers, lamps, and other useful items for the home. Students will learn to use power and hand tools as their project designs advance from conception to creation. Finishing techniques including staining, poly, and painting will complement the use of glass, ceramic tile, mirrors and wood inlays. Students will have substantial choice in project selection.
Project Woodworking Grades 10-12

Project Woodworking is for more serious and advanced students who plan and construct entire projects. Emphasis is on total involvement. Professional techniques are employed in construction, emphasizing a student’s pride in his/her finished product. Projects include making a corner cabinet, a curio, or a dry sink. Students may repeat this course since each student works independently, further enhancing his/her ability to produce a finished product of quality.

Prerequisite: Woodworking

Furniture Design Grades 11-12

Students apply the skills learned in Woodworking and apply them to more challenging and complex projects. Emphasis is given to quality and craftsmanship. Projects might include tables, lamps, and lathe work.

Prerequisite: Project Woodworking.
Family and Consumer Sciences

Foods and Nutrition  
Grades 9-12
This course is designed for students interested in food preparation and nutrition. Students learn basic food preparation skills through practical applications. Emphasis is given to the evaluation of students’ diets and the ability to choose and prepare foods that promote lifetime health.

International Foods  
Grades 10-12
International Foods explores the culture and cuisine of the following countries: Italy, Greece, France, Spain, Germany, and China. Students use food preparation skills learned in Foods and Nutrition. Advanced culinary techniques are emphasized throughout this course. Students are required to select a country not previously explored and create a power point presentation, menu selection, and lab.

Prerequisites: Successful completion of Foods and Nutrition.

Culinary Arts  
Grades 10-12
Students will perfect skills acquired in Foods and Nutrition with a year-long course in Baking and studying foods of Regional America. Units include pastry, cake decorating, specialty desserts and recipes from across the United States. Technique and presentation as well as factors that influence cuisine are demonstrated, prepared, and evaluated.

Prerequisites: Successful completion of Foods and Nutrition.

Child Development  
Grade 11-12
The study of child development will include social, emotional, physical, and intellectual development from birth to six years of age. This course is designed to meet the needs of students planning to enter a career involving children, fostering better parenting skills, and developing a better understanding of themselves and others. This course includes the study of the theory of child development, as well as a practical application through participation in the Early Learning Center.

Prerequisite: Approval of the instructor.

Honors Tomorrow’s Teachers  
Grade 12
This Fairleigh Dickinson University course is designed to meet the needs of students planning to pursue a career as a teacher. Students who successfully complete the course will earn four college credits from Fairleigh Dickinson and five credits on Northern Highlands’ transcript.

This class will address professional and personal development, professional practice, and academic growth in the following areas: human relations in the school and community, education in American society, and organizational process and behavior within the context of the school and community.

There is a financial obligation and the transportation for field experience is the responsibility of the student (please refer to page 9).
VISUAL AND PERFORMING ARTS

Art

Art Experiences

Art Experiences introduces students of all levels to the world of art and design. As an introductory level class, students will be offered opportunities to create works using numerous materials and techniques. The course explores basic media including drawing, painting, printmaking, and sculpture. Student artists will begin to develop a vocabulary in composition and various mediums while exploring personal solutions for problems in the arts. This course provides a backdrop to other classes in the visual arts program and allows students the chance to create a cumulative portfolio of their best works.

Ceramics

Ceramics

Students explore clay as a medium for creating both functional and non-functional pottery pieces. Students are exposed to the visual history of ceramics, as well as the basic hand building techniques of ceramic construction and wheel-throwing. As students progress though the year, they will have the opportunity to expand upon their skills and develop a proficiency in the use of clay.

Photography I

Photography I

While learning the fundamentals of black and white photography, students will photograph assignments both in class and outside of class. Students will learn the traditional methods of film processing and darkroom techniques to produce museum quality black and white negatives and prints. Application of composition using the elements and principles of design will be emphasized in each project. Students will begin to use photography as a form of visual communication and self-expression. Throughout the year students will apply photographic methods to create a cumulative portfolio of their best work. A manual 35mm camera is required.

Digital Arts

Digital Arts

Digital Arts incorporates both digital photography and graphic design into two unique semesters. During the first semester, students will learn the basic foundations of digital camera use as well as the guidelines for good composition, lighting and depth. They will also learn advanced Adobe Photoshop techniques such as how to edit, crop, enhance, layer multiple images, distort images, use filters effectively, and create digital photo-collage. Students will employ a visual language relating to composition and aesthetics through the process of critique. The second semester will focus on graphic design – its history, typography, and composition using current industry standards. Students will create designs by integrating their own digital images with type through the use of Adobe Illustrator, along with learning advanced techniques such as masking, drawing paths, creating patterns and repeats, and
producing production-ready artwork. This class will explore graphic design and visual communication as it relates to various career fields, and how it influences our daily lives now more than ever before. The culmination of this course will be a cohesive digital portfolio focusing on self-promotion that showcases a student’s best work. (A digital camera is required for class)

**Graphic Design**  
**Grades 10-12**

Graphic design is a creative process that combines art and technology to communicate ideas. This class allows students to further their understanding of graphic design and improve their abilities in photography, typography, layout and design as well as reinforce image composition and techniques learned in Digital Arts. This class will further explore the use of digital images, typography and design layout to produce professional graphic designs, with a focus on print-driven media. Students will also learn advanced methods of professional digital photography, including studio lighting and product shots, as they photograph actual samples of their mock-up designs. Projects will center on real-world application of skills in order to creatively solve problems that exist in the design industry today, across various career fields. This course covers advanced study in creative visual design, communication and production processes, including editorial design, advertising campaigns, corporate identity and branding, fashion design, promotional items, and packaging design. The culmination of this course will be a cohesive graphic design portfolio that showcases a student’s best work.

*Prerequisite: Successful completion of Digital Arts*

**Sculpture and 3D Design**  
**Grades 10-12**

Students explore the three-dimensional world and use of form as a means of visual communication and expression. They create projects, which include use of plaster, clay, metal, wood, and other media and develop visual language through the process of critique as a common means of evaluation. Creating a cumulative portfolio of the students’ best work is a goal of this course, and serves as the required portfolio for Honors Sculpture and 3D Design.

*Prerequisite: Art Experience or Ceramics*

**Honors Sculpture and 3D Design**  
**Grades 11-12**

This is an intensive class for students with previous coursework in Sculpture and 3D design. Students create a body of work addressing three-dimensional form as a means of visual communication and expression. This course serves as the next step in student exploration of form and materials, along with the expansion of a student’s cumulative portfolio. Students have the opportunity to work with many mediums including wood, paper, wire, clay and metal. Emphasis is placed upon conceptual and technical development. This course provides students an opportunity to complete a portfolio to pursue Visual Fine Art or Design in college.
Prerequisites: Sculpture and 3D Design, portfolio review, and teacher recommendation

Honors Drawing and Painting  Grades 10-12

Students will produce both teacher-assigned and self-generated independent projects using a wide range of artistic media. The focus of this course is on drawing and painting techniques with the overall goal of creating a cohesive portfolio of their best work. Students may generate several pieces that they can take with them to the more advanced follow-up course, AP Studio Art. Students will also be exposed to a greater depth of art history and artistic movements that relate back to the course projects.

Prerequisites: Art Experiences, portfolio review, and teacher recommendation.

Honors Studio Photography  Grades 10-12

This is an intensive course for students with one year previous coursework in black and white photography. The use of photography as an expressive tool is approached by study and application of advanced methods. Students also experiment with specialized photochemistry and alternative processes. They learn to select print papers, film, and processes that enhance image quality. While creating both teacher-assigned and self-generated independent projects, students create a cumulative portfolio of their best work. All projects must show growth in photographic technique and exploration of one’s area of interest. Emphasis is given to conceptual and technical development throughout the year. Students will also prepare work for an art show in the spring, an artist’s statement, and final portfolio.

Prerequisite: Photography I, portfolio review, and teacher recommendation.

AP Art History  Grades 10-12

Students learn about Western Art History and other forms from different cultures. The class chronologically covers topics ranging from ancient cave art to art of Egypt, Greece, Rome, and the 20th century. This course is designed to be a college-level art history course where students can do independent research. Students who take this course are expected to take the AP examination in May.

Sophomore Prerequisite: Minimum grade of A- in World History and teacher recommendation.

Prerequisite: A minimum grade of B in honors level history and English courses.

A summer assignment is required.

Reminder: Sophomores are permitted only one AP level class.
AP Studio Art: Drawing and Painting  
Grades 11-12

This course is intended for serious and committed art students who wish to begin creating artwork at the college level. AP Studio Art in Drawing and Painting focuses on advanced media processes and addresses drawing and painting issues. Students create and assemble 24 pieces of artwork both inside and outside of class in preparation for the AP Studio Art Digital Submission. During the first semester, students work on teacher assigned topics which are designed to broaden understandings of various visual media. During the second semester students develop a series of visually cohesive artworks. During this time students design 12 original pieces for the concentration section of their required portfolio. The expectation of this course is that students work, independently and rigorously, to complete and assemble a portfolio.

Prerequisite: Two years of art classes, portfolio submission, and departmental review.
A summer assignment is required.

AP Studio Art: 2D Design (Photography)  
Grades 11-12

AP Studio Art Photography is intended for the serious, committed photography student who wishes to pursue visual art at a college level. This course provides students with the opportunity to explore a wide range of photographic techniques and darkroom methods and prepares them for a college major in Studio Art. Students will work both inside and outside of class to create a portfolio that consists of 29 pieces of artwork to be submitted to the College Board. During the first half of the year, students work on projects that use various methods and topics that explore the medium of photography. During the second half of the year, students work on their own topics where they explore a particular design idea or concern. Students’ commitment to the course is essential to the success of their portfolio.

Prerequisite: Two years of art classes, portfolio submission, and departmental review.
A summer assignment is required.

Art Semester Course

Jewelry Design  
Grades 10-12

Student artists have the unique opportunity to explore their creativity through the art of jewelry design. This course begins with an introduction to the principles of basic jewelry construction. Students transform a variety of traditional and non-traditional art media to create several individual pieces. Students implement expressive media such as metal, wire, stones, and beads while learning to design bracelets, necklaces, anklets, and earrings.

Note: Students who need to meet their financial literacy requirement can enroll in Jewelry Making as part of their semester sequence with Financial Management. Please refer to page 9 for additional information.
Music

Chorus

Grades 9-12

Serving a dual purpose, Chorus is primarily a performance ensemble, which performs in winter and spring concerts, and in other settings of the director’s choosing. It is also a training ensemble, where students learn the skills necessary to improve as individual vocalists and chorus members. Students have the opportunity to apply these skills in both choral rehearsal and performance, further contributing to the success of the group. Students are encouraged to participate in local, regional, state and national select choirs.

Concert Choir

Grades 10-12

This is a select vocal ensemble committed to a high standard of performance. The Concert Choir will study, analyze and perform a more-advanced level (level 5 & 6) of repertory than that addressed by the mixed chorus. This group performs in both the winter and spring concerts and other local and community events. Concert Choir also represents Northern Highlands at selected festivals and competitions. Students are encouraged to participate in other select choirs at the local, regional, state, and national levels.

Prerequisites: Audition and director approval.

Criteria: ability to sing in tune with an advanced-level of tone production; ability to sight read and evidence tonal memory; ability to follow vocal score.

Symphonic Band

Grades 9-12

This training ensemble bridges the skill-level gap between the middle school and advanced high school level. Students gain valuable musical skills and experiences as they acclimate to high-school expectations. Skills, behavior patterns, and attitudes learned in this class benefit every performance ensemble at the high school. Individual and group improvements are vital to the continued success of the high-school instrumental program; students are prepared for participation in ensembles at the college level and beyond. Students are encouraged to participate in more select bands at the local, regional, state, and national levels.

Prerequisite: Prior instrumental music study.

Wind Ensemble

Grades 10-12

This performance ensemble builds upon Symphonic Band preparation and has concerts in the winter and spring as well as performances at various local and community functions, festivals, and competitions. Students develop valuable musical skills and experience, utilizing an increasingly difficult and varied repertoire (levels 5 & 6). The skills, behavior patterns, and attitudes first learned in Symphonic Band will continue to benefit every performance ensemble at the high school. Opportunities to audition for and participate in select ensembles on the
local, regional, and state levels are very actively sought, and students are strongly urged to partake of these opportunities.

Prerequisite: Audition and director approval.

Criteria: ability to play with an advanced level of instrumental technique and tone production; ability to sight read.

Chorus/Symphonic Band  
Grades 9-12

Students receive equal time in vocal and instrumental music each week.

Concert Choir/Wind Ensemble  
Grades 10-12

Students receive equal time in vocal and instrumental music each week.

Honors Music Theory  
Grades 10-12

This course introduces elements of music through sight reading, ear training, rhythmic and melodic dictation, writing four-part harmony, harmonic analysis, elementary counterpoint, and basic composition techniques.

Prerequisite: Approval of the instructor.

Minimum Requirements for Honors Music Theory:

Students must be able to read notes, either the treble or the bass clef. Those who cannot do so will be given preparatory note-reading exercises, which may be completed over the summer.

It is not necessary that a student play an instrument; one may be a singer (in chorus or not), or an instrumentalist (in band or not).

Note: Pianists and string players may also take Honors Music Theory. Students who have doubts about their note-reading skills may take a test; those who do not pass the test will be given summer preparatory note-reading materials.

Students should address all concerns with their teacher.

AP Music Theory  
Grades 11-12

This is a detailed presentation of the elements of music in preparation for the AP Music Theory examination which students are expected to take in May.

Prerequisites: Honors Music Theory and the approval of the instructor.
Music Semester Course

*The Evolution of Popular Music*  
Grades 10-12

Students will examine the evolution of the principal forms of popular music since the late 19th century, such as jazz, the development of rock and roll, and film music studies, as well as current trends in music. This course addresses concepts and skills that are of great potential benefit to all levels of music students.

Note: Students who need to meet their financial literacy requirement can enroll in The Evolution of Popular Music as part of their semester sequence with Financial Management. Please refer to page 8 for additional information.

*May be applied to fulfill the Visual & Performing Arts requirement.*
HEALTH AND WELLNESS

Introduction:

Physical Education is required each year that a student is enrolled in high school. At Northern Highlands, Health and Driver Education components are included in the Physical Education program. All students will have Health and Physical Education each year. Students who are medically excused from Physical Education are required to complete alternative assignments. (See page 75 for specifics.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Physical Education/Family Living I</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Physical Education/Driver Education</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Physical Education/First Aid and Nutrition</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Physical Education/Sexuality and Parenting</td>
</tr>
</tbody>
</table>

Physical Education (Grades 9-12)

Physical Education is geared to improving the physical fitness of students and to developing their awareness of lifetime physical activities. The activities used to achieve the former include flexibility exercises, distance running, weight training, aerobic exercises, and team games such as soccer, flag football, speedball, and volleyball. The activities taught to achieve the latter include golf, tennis, pickle ball, and badminton. Students can select non-traditional activities such as self-defense, dance, or personal fitness. Freshmen and sophomores are assigned activities within their grade. Junior and senior students will electronically select their activities for the year. Students are given the Presidential Physical Fitness Test in ninth grade.

*It should be noted:* Students who have a study will have their science lab during their study hall.

Basis for Grading

<table>
<thead>
<tr>
<th>Basis</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) preparation</td>
<td>25%</td>
</tr>
<tr>
<td>b) participation/cardio</td>
<td>65%</td>
</tr>
<tr>
<td>c) knowledge/sportsmanship</td>
<td>10%</td>
</tr>
</tbody>
</table>

As a part of our cardio component, students are required to run a minimum of two days per week for 10-15 minutes at the beginning of the class. The cardio component counts toward the student’s overall grade.
Health (Grades 9-12)

Health

Health instruction is offered each school year, except during sophomore year when students are enrolled in Driver Education. Students are automatically reassigned from their physical education classes. To graduate, a student must pass health classes. The grade for health is separate from the physical education grade.

Freshmen (1.25 credits)  Grade 9

The ninth-grade curriculum covers Family Living, which includes: life skills, character education, conflict resolution, bullying, anatomy, dating violence, suicide prevention, sexually transmitted infections, chemical addiction, and contraception. Freshmen health is one marking period in length and students are assigned from their physical education class.

Sophomores: Driver Education (Safety Education) (1.25 credits)  Grade 10

Driver Education (Safety Education), which is mandated by the State of New Jersey, is offered for the equivalent of one marking period in sophomore year. The course covers: licensing; registration of vehicles; insurance requirements; rules of the road; driving techniques; and driver attitudes. As a part of the recently passed requirement, we will be discussing organ donation and how it can be identified on a driver license. The final exam is the New Jersey Motor Vehicle Commission test. A grade of 80 is necessary to pass the state exam. An 80 average for the course is required to receive credit toward a safe-driving insurance discount. Students who take a make-up test (permitted one time only), which results in their receiving yet another score below 80 on the Driver Education state exam will be required to contact the New Jersey Motor Vehicle Commission to take the test on their own. In effect, one can pass the class and not the state test. Similarly, one can pass the state test and not qualify for the lower insurance premium.

If a passing grade is achieved, the student will receive a receipt which, when presented at a Driver Qualification Center, will exempt him/her from the written portion of the licensing test. Also, upon passing the course, students will receive a card stating that they have successfully completed thirty hours of classroom instruction. This card is required to earn a premium reduction from most insurance companies. Students will also be involved in the D.A.R.E. Program.

Juniors (1.25 credits)  Grade 11

The eleventh-grade curriculum consists of the American Red Cross CPR and First Aid course. This will include instruction in life-saving skills including CPR, obstructed airways, and using an AED. Upon successful completion of the requirements, students will be certified in CPR/AED use and can purchase the certification card in the course. In the Nutrition portion of the curriculum, students
will also track daily food intake and identify calories, fat, carbohydrates along with portion control.

**Seniors (1.25 credits)**

The twelfth-grade curriculum includes Sexuality and Responsible Parenting.

**Parenting**

The twelfth-grade curriculum will focus on sexuality, pregnancy, pre-natal care, and raising an infant during the first year of life. The Baby-Think-it-Over will be used in this course as well as an Empathy Belly to help students develop a better understanding of getting pregnant and raising infants. Social, educational, financial, and family issues are woven into this curriculum.

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**Health Education Semester Course(s)**

**University of Medicine and Dentistry of New Jersey (UMDNJ):**

**Hon Dynamics of Health Care**  
Grades 10-12

This University of Medicine and Dentistry of New Jersey course provides an orientation to health care services and their delivery. Students who successfully complete the course will earn three college credits from UMDNJ and 2.5 credits on Northern Highlands’ transcript. This course is a pre-requisite for all UMDNJ courses at Northern Highlands.

The class presents an interdisciplinary perspective focusing on process skills such as critical thinking, ethical reasoning, effective communication, and the ways to continue independent learning throughout life. The course shows how all health care providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers.

**Note:** Students who need to meet their financial literacy requirement can enroll in Dynamics of Health Care as part of their semester sequence with Financial Management. Please refer to page 6 for additional information.

**University of Medicine and Dentistry of New Jersey (UMDNJ):**

**Hon Emergency and Clinical Care**  
Grades 11-12

Emergency and Clinical Care is a course that deals with emergencies before medical help arrives. The course is designed to give the student the knowledge of how to recognize and respond to an emergency. The intent of the course is to help the student feel more confident in his/her ability to act appropriately in the event of an emergency. Students will be prepared to:

1) Obtain a patient medical history,

2) Take and record vital signs relative to medical/dental treatment, and

3) Acquire cardiopulmonary resuscitation American Red Cross certification.

**Prerequisite:** Dynamics of Health Care
**Note:** Students who enroll and complete Emergency and Clinical Care will be exempt from Junior Health and remain in Physical Education.

**University of Medicine and Dentistry of New Jersey (UMDNJ):**

**Hon Medical Terminology**

Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms related to all areas of medical science. The course includes but is not limited to anatomy of the human body, functions of health and disease, and the use of language in processing medical/dental records and claim forms.

*Prerequisites:* Successful completion of “Dynamics of Health Care”. This course may be taken concurrently with any level Biology course in grade 11.

*No additional scheduled lab time required.*

*Beginning in the 2013-2014 school year there will be a $25.00 fee for each exam a student takes through UMDNJ*

**Note:** Students who need to meet their financial literacy requirement can enroll in Medical Terminology as part of their semester sequence with Financial Management. Please refer to page 6 for additional information.

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**Project Adventure**

Project Adventure, an eleven-station challenge curriculum including rope elements, is a popular choice in the curriculum. Project Adventure I, which includes ice breakers and team building skills, is a requirement for all ninth-grade students. Project Adventure II, which is a high ropes course, is an option for eleventh and twelfth graders.

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**Medical Excuses for Physical Education**

Students who are medically excused by a doctor from Physical Education must complete an alternate assignment during their Physical Education period to receive credit for the time that they are out of class to earn graduation credit.

Students will be assigned a series of assignments to complete weekly for an excuse of five weeks or less. Students excused for a period longer than six weeks will be given a long-term project for each marking period. Students will be given a topic and due date and be asked to visit School Wires/Phys Ed/Medical Absences for specific directions.

We offer a modified Physical Education program for students currently in rehabilitation for an injury. Working with the student’s doctor or our school trainer, we will develop a program that will help the student with rehabilitation, and at the same time allow him/her to meet requirements for passing Physical Education.
TEXTBOOKS AND SUPPLEMENTAL BOOKS
APPROVED BY THE BOARD OF EDUCATION

ART
Art through the Ages, Gardner
History of Art, Janson
The Art of Seeing, Zefanski, Fisher

APPLIED TECHNOLOGY
Architectural Drafting and Design, Hepler and Wallach
Architectural Residential Drawing and Design, Kicklighter and Baird
Basic Electricity, Marcus
Basic Woodworking, Woodworking for Industry, Feirer
Basic Technical Drawing, Spencer and Dysdon
Beginning Woodwork, Feirer
House Wiring Simplified, Mix
Mechanical Drawing, French and Svenson
Simplified Design of Structural Steel, Parker
Simplified Design of Roof Trusses for Architects & Builders, Parker
Smoleys Combined Tables, Smoley and Sons, Inc.
Woods - Materials and Processes, J. Feirer

BUSINESS EDUCATION
Adobe PageMaker 6, 5, Prost
An Introduction to Programming Using Microsoft Visual Basic (Versions 5 and 6), Presley, Brown, Lawrenceville Press
Business and Personal Finance, Kapoor: Dlaybay, Glencoe
Contemporary Management, Gareth Jones, J. George, McGraw-Hill
Fundamentals of Java, Lambert and Osborn, Southwestern Educational Publishing
HTML and JAVA Programming Basics, Southwestern Educational Publishing
Introduction to Business, Brown, Glencoe Publishing
Java Concepts, 5th edition; Horstmann, Cay
Learning to Program in Alice, Dann, Cooper, Pausch, Prentice Hall
Microsoft Visual Basic Version 5, 6, Corica, Brown, Presley, Lawrenceville Press

ENGLISH
75 Thematic Readings, McGraw Hill
100 Years of Solitude, Marquez
1984, Orwell
A Clockwork Orange, Burgess
A Concise History of the Theater, Hartnall
A Confederacy of Dunces, Toole
A Day No Pigs Would Die, Peck
A Doll's House, Ibsen
A Farewell to Arms, Hemingway
A Heartbreaking Work of Staggering Genius, Eggers
A Hemingway Reader, Hemingway
A Lesson Before Dying, Gaines
A Man for All Seasons, Bolt
A Member of the Wedding, McCullers
A Midsummer Night's Dream, Shakespeare
A Modest Proposal, Swift
A Patch of Blue, Kata
A Place to Stand, Baca
A Portrait of the Artist as a Young Man, Joyce
A Prayer for Owen Meaney, Irving
A Separate Peace, Knowles
A Single Light, Wojchechowska
A Streetcar Named Desire, Williams
A Study in Scarlet and The Sign of the Four, Doyle
A Tale of Two Cities, Dickens
A Thousand Acres, Smiley
A Tree Grows in Brooklyn, Smith
A View from the Bridge, Miller
Aeneid, Virgil
Agamemnon, Aeschylus
Alas, Babylon, Frank
All My Sons, Miller
All Quiet on the Western Front, Remarque
American Short Story Masterpieces
An Enemy of the People, Ibsen
And Then There Were None, Christie
Animal Farm, Orwell
Anna Karenina, Tolstoy
Annie John, Kincaid
Anthem, Rand
Antigone, Sophocles
Antigone, Anouilh
April Morning, Fast
Arms and the Man, Shaw
Arrowsmith, Lewis
As I Lay Dying, Faulkner
As You Like It, Shakespeare
At the End of the Open Road, Simpson
Autobiography of Malcolm X
Babbit, Lewis
Bartleby the Scrivener, Melville
Becket, Anouilh
Bel Canto, Patchett
Benito Cereno, Melville
Beowulf
Best Short Stories of Dostoevski
Best Russian Short Stories
Billy Budd, Melville
Black Boy, Wright
Bless the Beasts and Children, Swarthout
Brave New World, Huxley
Bread and Wine, Silone
Briar Rose, Yolen
British Short Stories (selections)
Candide, Voltaire
Charlie and the Chocolate Factory, Dahl
Childhood, Boyhood and Youth, Tolstoy
Chronicle of a Death Foretold, Marquez
Coming of Age, Vol. 1: Fiction about Youth and Adolescence, Emra
Coming of Age, Vol. 2: Literature about Youth and Adolescence, Emra
Commitment and Community, Kanter
Creative Writing, Moeller, Reynolds
Crime and Punishment, Dostoyevsky
Death at an Early Age, Kozol
Death of a Salesman, Miller
Disgrace, Coetzee
Divine Comedy, Dante
Do Androids Dream of Electric Sheep?, Dick
Doctor Faustus, Marlowe
Drums Along the Mohawk, Edmonds
Electra, Euripides
Emile, Rousseau
Ender’s Game, Card
English Literature (anthology)
Essays: Thoreau, Emerson, Bradstreet, Taylor, Longfellow, Holmes, Whittier, Poe, Whitman, Dickinson
Ethan Frome, Wharton
Existentialism from Dostoevsky to Sartre, Kaufmann
Fahrenheit 451, Bradbury
Father Figure, Peck
Fathers and Sons, Turgenev
Faustus, Marlowe
Fences, Wilson
Fiddler on the Roof, Stein
Fifty Great United States Short Stories
Frankenstein, Shelley
Future Shock, Toffler
Golden Boy, Odets
Great Expectations, Dickens
Great Tales and Poems of Edgar Allan Poe
Growing Up, Baker
Growth and Structure of the English Language, Jespersen
Gulliver’s Travels, Swift
Hamlet, Shakespeare
Handbook for Writers, Leggett, Mead and Charvat
Harry Potter and the Sorcerer’s Stone, Rowling
Heart of Darkness, Victory, Lord Jim, Nigger of the "Narcissus", Conrad
Heartbreak House, Shaw
Heartbreaking, Work of Staggering Genius, Eggers
Henry IV, Part 1, Shakespeare
Heroes, Gods, & Monsters of Greek Myths, Evislin
Hiroshima, Hersey
His Dark Materials #1: The Golden Compass, Pullman
Homi Viator, Marcel
House of Barnarda, Alba, Lorca
How Does A Poem Mean?, Ciardi
How Green Was My Valley, Llewellyn
How the Garcia Girls Lost Their Accents, Alvarez
Huckleberry Finn, Twain
In Cold Blood, Capote
I Never Promised You a Rose Garden, Green
I and Thou, Buber
I, Too, Sing America, Stanford
I Love You, Junie Moon, Kellogg
Idylls of the King, Tennyson
Independence, Day, Ford
Iphigenia et Aulis, Euripides
Invisible Man, Ellison
It's Not the End of the World, Blume
Ivanhoe, Scott
Jacob Have I Loved, Paterson
Jane Eyre, Bronte
J.B., MacLeish
Jeremy, Minahan
Joy in the Morning, Smith
Jude the Obscure, Hardy
Julius Caesar, Shakespeare
King Lear, Shakespeare
Kon-Tiki, Heyerdahl
Language, Thought and Reality, Whorf
Language and Mind, Chomsky
Language in Thought and Action, Hayakawa
Letters from the Earth, Twain
Life of Pi, Martel
Light in August, Faulkner
Light in the Piazza, Spencer
Linguistics, Postman
Lisa Bright and Dark, Neufeld
Literature by Doing, Tshadi
Lives of a Cell, Lewis
Long Day’s Journey into Night, O’Neill
Look Back in Anger, Osborne
Lord of the Flies, Golding
Macbeth, Shakespeare
Man of La Mancha, Wasserman
Man of God; the Votive Candle, Marcel
Man’s Fate, Malraux
Man’s Search for Meaning, Frankl
Martian Chronicles, Bradbury
Maus I & II, Spiegelman
McTeague, Norris
Medea, Euripides
Medusa and the Snail, Lewis
Metamorphosis, Kafka
Microbe Hunters, DeKruif
Miss Julie, Strindberg
Moby Dick, Melville
Montana 1948, Watson
Mr. Pip, Jones
Murder in the Cathedral, Eliot
My Antonia, Cather
Myth and Meaning, Head
Native Son, Wright
Nausea, Sartre
Nine Stories, Salinger
No Exit - The Flies - Dirty Hands, Sartre
Nobody Waved Goodbye, Haggard
Notes to Myself, Prather
Oedipus Rex, Sophocles
Oedipus at Colonus, Sophocles
Of Human Bondage, Maugham
Of Mice and Men, Steinbeck
Of Men and Machines, Selections
On Writing by Writers, West
One Day in the Day in the Life of Ivan Denisovich, Solzhenitsyn
One Flew Over the Cuckoo’s Nest, Kesey
Ordinary People, Guest
Othello, Shakespeare
Our Town, Wilder
Out of the Silent Planet, Lewis
Paradise Lost, Milton
Percy Bysshe Shelley
Poetry of Horace and Catullus
Poetry of John Dryden
Point of Departure, Gold
Points of View, Moffett and McElheny
Portrait of Jennie, Nathan
Private Lives, Coward
Prometheus Bound, Aeschylus
Pudd’n Head Wilson, Twain
Raisin in the Sun, Hansberry
Reading Modern Poetry, Engle, Carrier
Red Sky At Morning, Bradford
Reservation Blues, Alexie
Responding to Literature: World Literature, McDougal-Littel
Responding to Literature: United States Literature, McDougal-Littel
Return of the Native, Hardy
Revolutionary Road, Yates
Richard III, Shakespeare
Richard II, Shakespeare
Romeo and Juliet, Shakespeare
Rosencrantz and Guildenstern are Dead, Stoppard
Rules of Courtly Love
Runway Zero-Eight, Hailey
Schrab and Rustun, Arnold
Scorpions, Walter Dean Myers
Selected English Ballads
Selected Poems, Patchen
Selected Poetry, Dante through 20th Century
Selected Essays of Sir Francis Bacon
Selected Plays, O’Neill
Selected Poems of Spencer, Sydney, Marlowe and Raleigh
Selected Poetry of John Donne, Johnson, Herrick, Lovelace and Suckling
Selected Plays and Essays, Camus
Selections from the Poetry of Williams, Eliot, Thomas, Yeats
Selections from the Works of Hemingway, Huxley and other contemporary authors
Selections, Kierkegaard
Seventy-five Thematic Essays
Short Stories: Poe, Irving, Hawthorne, O’Henry, Harte, Twain, Jewett, London, Crane, Garland
Short Stories 1, Alwin
Siddharta, Hesse
Silas Marner, Eliot
Sir Gawain and the Green Knight
Six Characters in Search of an Author, Pirandello
Slaughterhouse-Five, Vonnegut
Snow Falling on Cedars, Guterson
Snow in August, Hamill
Song of Solomon, Morrison
Sons and Lovers, Lawrence
Sound and Sense, Perrine
Sounds and Silences, Peck
Spencer's Mountain, Hammett, Jr.
Spooner River Anthology, Masters
Sports in Literature, Enra
Springboard to Journalism, Allnutt
Stop-Time, Conroy
St. Joan, Shaw
Stranger in a Strange Land, Heinlein
Sula, Morrison
Summerhill, Neill
Summerhill: For and Against, Selections
Survive, Blair, Jr.
Symposium, Plato
Tales from the Twilight Zone, Serling
Taming of the Shrew, Shakespeare
Tartuffe, Moliere
Tess of the D’Urbervilles, Hardy
The Actor’s Nightmare, Durang
The Adventures of Sherlock Holmes, Doyle
The African, Courlander
The Alchemist, Coelho
The American Dream/The Zoo Story, Albee
The Art of Loving, Fromm
The Awakening, Chopin
The Bean Trees, Kingsolver
The Bell Jar, Plath
The Bible as Literature, Capps
The Bible (Old Testament and New Testament)
The Bible for Children
The Body, King
The Bridge of San Luis Rey, Wilder
The Brief Bedford Reader, Kennedy (ed.)
The Brothers Karamazov, Dostoevski
The Butterfly Revolution, Butler
The Call of the Wild, London
The Canterbury Tales, Chaucer
The Caretaker, Pinter
The Castle, Kafka
The Catcher in the Rye, Salinger
The Chalk Garden, Bagnold
The Cherry Orchard and The Boor, Chekhov
The Children’s Hour, Hellman
The Chosen, Potok
The Color of Water, McBride
The Color Purple, Walker
The Crucible, Miller
The Curious Incident of the Dog in the Night-time, Haddon
The Death & Life of Dith Pran, Schanberg
The Death of Ivan Ilyitch, Tolstoy
The Deerslayer, Cooper
The Devil’s Disciple, Shaw
The Diary, Pepys
The Don Flows Home to the Sea, Sholokhov
The Effect of Gamma Rays on Man-in-the-Moon Marigolds, Zindel
The Eumenides, Aeschylus
The Fall, Camus
The Fantasticks, Schmidt and Jones
The Fixer, Malamud
The Fountainhead, Rand
The Glass Menagerie, Williams
The Good Earth, Buck
The Good Soldiers, Finkel
Algebra 1, Smith and Charles
Algebra 2 and Trigonometry: Book 2, Dolciani
Algebra Structure & Method, Book 1, Dolciani, Brown, Cole
Algebra and Trigonometry, Larson & Hostetler, 6th Edition
Brief Calculus with Applications, Larson, Edwards & Hostetler
Calculus: An Applied Approach, Larson and Edwards
Calculus: Early Transcendentals Brief Edition, Anton
Elementary Statistics, Larson, Farber
Geometry Applications and Connections, Cummins and Kanold
Geometry, Jurgensen, Brown, Jurgensen
The Practice of Statistics, Yates, Moore, Starnes
Pre-Calculus with Limits; Houghton Mifflin
Geometry Concepts & Applications; Glencoe

MUSIC
6 Books in 1 of Improvisation, Stuart and Bower
Ada Richter Piano Method, Richter
Beginning Music Theory, Andrews
Chords and Progressions, Bower
Folk Song Sight Reading Series, British
Fundamentals of Sight Reading and Ear Training, Lloyd, Fish
Melodia, Cole, Lewis, Theodore Presser Co.
Modern Music School Theory Text, Rizzo
Music in Theory and Practice, Benward
Music!: Its Role & Importance in Our Lives, Charles Fowler
Practical Theory Complete, Feldstein
Rhythm Training, Starer
The Jenson Sight Singing Course, Vol. 1, Bauguess

SCIENCE
General Chemistry: Conceptual Chemistry; Addison Wesley; Suchocki
CP Chemistry: Holt Chemistry
Honors Chemistry: Modern Chemistry, Holt
AP Chemistry: Zumdahl Chemistry; Houghton-Mifflin; Steven Zumdahl
CP Biology: Biology, Prentice Hall
Honors Biology: Biology Concepts and Connections, Pearson, Prentice Hall
AP Biology: Biology 5th Ed.; Campbell& Reese; Addison Wesley
General Physics: Physics: A First Course; CPO Science
CP Physics: Physics: A First Course; CPO Science
Honors Physics: Physics: A First Course; CPO Science
AP Physics B: College Physics; Serway&Faughn; HarcourtSchool Publishers
AP Physics C: Physics for Scientists & Engineers with Modern Physics, Pearson Education.
UMDNJ Anatomy: Hole’s Human Anatomy & Physiology, McGraw Hill
Astronomy: Astronomy, A Beginner’s Guide to the Universe; Astronomy Today; Prentice
Hall
Environmental Science: How the World Works; Richard Person; J.M. Label Publishers
Sports Medicine and Anatomy: Understanding Human Anatomy & Physiology; McGraw Hill
Syracuse Forensics: Criminalistics; Pearson, Prentice Hall
AP Environmental Science: The Science Behind the Stories; Pearson Education
Forensics: Forensic Science for High School; Kendall Hunt Publishers

SOCIAL STUDIES
A Diplomatic History of the United States
People, Bailey
A Nation of Immigrants, Kennedy
America Comes of Age, Campbell
America and Its Presidents, Miers
America’s History, Henretta
Battle Cry of Freedom, McPherson
Benjamin Franklin, Isacson
Blitzkrieg to Defeat, Trevor-Roper
Constitutional Law and Young Adults, Lewis
Dark Continent, Mazower
Decisive Battles of the United States Revolution, Mitchell
Decisive Battles of the Civil War, Mitchell
Experiences in Sociology, Thomas and Norton
Europe in the Twentieth Century, Stromburg
Faust’s Metropolis: Berlin, Ritchie
Freedom From Fear, Kennedy
Fords, Flappers and Fanatics, Mowry
Ghost Soldiers, Sides
Grand Expectations, Patterson
Great Presidential Decisions, Morris
Hamilton, Chernow
Immigrants in United States Life, Mann
John Adams, McCullough
Labor Wars, Lens
Lincoln, Goodwin
Master of the Senate, Caro
New Promised Land, Mead
Nystrom World Atlas
Oxford History of the United States People (Vol. I, II, and III), Morrison
Power and the Presidency, Skav-Dolce
Sociology - The Study of Human Relationships, Thomas
Stillness at Appomatox, This Hallowed Ground, Catton
Strikemakers & Strikebreakers, Len
The American Tradition, Green Coviello
The Americans, Danzer, Jorge, DeAlva
The Constitution and the Supreme Court, Smith
The Crucial Decade, Goldman
The Great Depression, Goldston
The Great Depression (Readings), Shannon
The Modern World, Flory, Jenike
The Muckrakers, Weinberg
The Uprooted, Handlin
The Western Heritage, Kagan, Ozment, Turner
This Realm of England, Smith
Titan – The Life of John Rockefeller, Chernow
United States Spirit (Vol. I, Vol. II), Bailey
United States Heritage Book of the Revolution, Plumb
U.S. History Review Text, Roberts
World History Patterns of Interaction, Beck, Black, Krieger, Naylor, Shabaka
The Worldly Philosophers, Heilbronner

WORLD LANGUAGES

Chinese
Far East Chinese for Youth, Level I, II, III, Integrated Chinese level 1 part2, Cheng & Tsui
The Far East Book Company

French
AP French, Ladd, Girard, Prentice Hall
Bon Voyage II and III, Glencoe, McGraw Hill
Connaissances et Reactions, Cole, Miller, Prentice Hall
Discovering French Blanc, Valette & Valette, McDougal, Littell
Discovering French Rouge, Valette & Valette, McDougal, Littell
Discovering French Bleu, Valette & Valette, McDougal, Littell
Ensuite, Glencoe McGraw Hill
Le Petit Prince, Saint-Exupéry
McDougal, Littell
Quant a moi Temoignages des Français,

Italian
Avanti con l’italiano, Amsco
Oggi in Italia, 6th Edition
Super ci@o 1A, Mirtilli, Editrice La Scuola
Super ci@o 2A, Mirtilli, Editrice La Scuola

Latin

Spanish
Abriendo Paso, Diaz & Collins, Prentice Hall
Album, Balette, McDougal, Littell
AP Spanish: A Guide for the Language Exam, Longman
Avance, Glencoe, McGraw Hill
Buen Viaje Level 2, Woodford & Schmitt, Glencoe, McGraw Hill
Buen Viaje Level 3, Woodford & Schmitt, Glencoe, McGraw Hill
Imagina: español sin barreras, Blanco et al, Vista Higher Learning
Paso a paso I, II, III, Met, Sayero, Vargin, Prentice Hall
Realidades 3, Boyles, Met, Sayers, Prentice Hall
Tesoro Literario, Adehy, Albini, Glencoe, McGraw Hill
Ecce Romani IA and IB, Published (1995), Longman Publishing Group
# SUBJECT SELECTION WORKSHEET

September 2013 – June 2014

Name: ___________________________ Grade Next Year _____

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
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GUIDANCE

Guidance Procedures

At the beginning of ninth grade, each student is assigned a guidance counselor who, if possible, will remain with a student over four-years’ time. The counselor's responsibility is to assist students and parents with: academic, college, and career planning; test interpretation; and social and personal counseling.

College and Career Services

A Student Services Bulletin is available online each month to keep students and parents informed of yearly scheduling, standardized testing, summer enrichment programs, post-high-school planning, college application procedures, important dates, career information, scholarships, financial aid, Northern Highlands’ College Admissions Profile (CAP), and more. A career consciousness-raising program begins in ninth grade and continues throughout high school as a means to help students to seriously consider a college major and/or career.

The guidance office has a library of college catalogs, videos and CD’s, college information files, occupational information, and scholarship offerings. Students may borrow reference material for overnight use. Counselors encourage students to use NAVIANCE, our College/Career Search Program; the Guidance Department’s expansive website; and other internet sites for information on occupations, two and four-year colleges, the Armed Forces, financial aid, and scholarships.

Representatives from colleges, technical and career schools, and the Armed Forces visit Northern Highlands each year to meet with all interested juniors and seniors, providing timely information.

Home Instruction Requests

Home instruction is provided for students who are confined to their homes for more than two consecutive weeks (10 school days). Parents should submit a doctor's request for home instruction to the student's counselor so that arrangements may be made for tutors to come to the home. Parents are required to be at home during the time that an instructor visits.

Homework Assignments

Northern Highlands’ teachers use our website to post a myriad of information including, but not limited to homework assignments. If a student is absent, log onto www.northernhighlands.org and click on “Faculty/Homework.” To the best of their ability, students should be aware of assignments when not in school. Students that miss class for a school related activity are responsible for all assignments posted on teacher web pages.
The Guidance Department Website

www.northernhighlands.org

The following important information is available on the website under Guidance:

**Bulletin Board** *(Overview, Child Find, Guidance Extravaganza)*

**Contact Information**

**Careers**

**College Information which includes:**

- College Presentations
- College Admissions Profile (2006-2012)
- Counselor Recommendations
- Counselor College Visits
- Financial Aid Sources
- Junior Conference Packet
- Junior Memos
- Senior Forms: Senior Packet, Teacher Recommendation Request, Student Self-Description Form, Student Activity Record, Parent Brag Sheet, Transcript Release Form
- Senior Memos

**Enrichment/Summer Programs**

**Naviance**

**Scholarships**

**Student Services Bulletin**

**Testing Info**

The Northern Highlands School Profile is listed under “Our District.”

The Northern Highlands Curriculum Guide is listed under “Documents/Forms.”
Pupil Records

Parents/guardians have the right to review their child's official school records; adult pupils (18 years of age or older) have the right to review their own official records, and, where appropriate, to request amendment. Authorized persons interested in examining such individual records should write a letter addressed to the Guidance Department requesting an appointment to see a counselor to review and interpret these records.

After graduation, Northern Highlands will only retain academic and medical records.

Under the New Jersey Administrative Code regarding pupil records, educational, occupational, and military recruiters shall have access to school facilities and student information directories. A parent or adult pupil may make a request, in writing to the principal, stating that the student’s name not appear in student information directories. Parents/guardians also have the right to file a complaint with the U.S. Department of Education.

Basic Skills Program

Inclusion in the program is based upon student performance on the NJASK8, the HSPA (Grade 11 High School Proficiency Assessment), and/or other Northern Highlands’ school-wide assessment tests. The program’s goal is to prepare students for the mandated HSPA, a state of New Jersey graduation requirement.

Students in the program also receive individual and/or small group assistance in note taking; study skills; techniques for writing research papers; interpreting literature; and reacting to literature through writing. Students will receive five credits per year.

ELS

The English Language Services program is designed to teach students who speak languages other than English how to understand, speak, read and write in English while learning about American culture. The program provides services to English Language Learners (ELLs) that include supported English content, instruction and English language development. Students who require this service should see their guidance counselor. Northern Highlands utilizes the WIDA ACCESS Placement Test (W-APT) 9-12 to determine eligibility.

Special Services

The Special Services Department provides consultation, counseling, and academic support programs for the Northern Highlands school community. The department consists of one psychologist, three social workers, a learning consultant, and a speech-language specialist. Special Services offers students, parents, and staff the opportunity to solve problems that require the guidance of a professional.

Parents and students may talk, confidentially, with any member of the Special Services staff by calling 327-8700, ext. 216.
Special Education Program

Northern Highlands offers a variety of programs for students with special needs, including skills-support classes; in-class support classes; and replacement classes. Program decisions are based upon specific needs of students as indicated in their Individualized Education Program (I.E.P.).

A skills-support class is offered to students whose I.E.P. states the need for such instruction. Topics taught over a four-year period include: organizational skills, note-taking, time management, technology use, problem solving, learning strategies, critical reading, and post high-school planning and transitional skills. The expectation is that students will be able to apply newly-acquired skills to become more effective learners. Students will receive five credits per year.

Other offerings include:

In-Class Support Program: These classes provide special-needs students the opportunity to be in general education classes with both a content-area teacher and a special-education teacher.

Pull-out Replacement Classes: In lieu of the regular academic program, replacement classes provide special-needs students with an individualized curriculum, detailed in a student’s I.E.P.

Life, Education, Academic Skills, Program (L.E.A.P.): This program is designed to provide students with Special Education needs additional support for their mainstream program. It is a small program with individualized intensive support for students to navigate between the academic, social, and/or physical aspects of a mainstream environment so students can actively participate in the least restrictive environment.