
FORT LEE HIGH SCHOOL



PROGRAM OF STUDIES

2018-2019

FORT LEE HIGH SCHOOL



PROGRAM OF STUDIES

2018-2019 SCHOOL YEAR

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

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

LETTER FROM THE PRINCIPAL

Dear Students,

Fort Lee High School provides an outstanding learning environment where all students are not only challenged academically, but are also inspired to seek knowledge and become active, positive members of our community and society. Thus, it is important that students plan and select courses that will provide optimum preparation for a successful future. It is important that students maintain a strong collaboration with their parents, teachers, and school counselors to ensure that courses and programs are suitable to meet individual student needs, as well as, State and Fort Lee graduation requirements.

Students are asked to carefully examine the courses described in this booklet and consider not only short-term needs, but long-term goals as well. Be sure to select a program that is challenging but realistic, one that enables you to experience the diverse and rigorous courses available at our high school.

Please know that all the members of the Fort Lee High School family look forward to helping you have a memorable and rewarding experience.

Sincerely,

Lauren Glynn

Lauren Glynn

GUIDELINES FOR PROGRAM SELECTION

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

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

Students are encouraged to pursue a program of studies that is challenging and stimulating. Students who desire to enroll in advanced courses must meet the criteria for Honors, Advanced Placement or International Baccalaureate criteria.

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

Students and parents are also reminded that all students must register for at least 30 credits per year and must be registered in Health/Physical Education for each year enrolled in school. Regardless of the program type, students are reminded to maintain satisfactory attendance in all courses and to put forth their best effort at all times. Teachers, counselors, and administrators are always willing to provide assistance to those students in need. Students are encouraged to seek the assistance of a teacher, counselor, or an administrator when confronted with a difficult decision or situation.

Fort Lee High School		Lewis F. Cole Middle School	
Mrs. Lauren Carrubba, Director	ext 6511	Ms. Debra Brigida	ext 5506
Mrs. Diana Acosta	ext 6516	Mrs. Angela Waack	ext 5505
Mrs. Gabrielle Brown	ext 6515		
Ms. Laura Caddell	ext 6518		
Mrs. Tara Lawlor	ext 6513		
Mrs. Luddy Serulle-Green	ext 6514		
Mr. Dave Cuzzo, SAC	ext 6621		

GRADUATION REQUIREMENTS

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

	<u>CREDITS</u>
ENGLISH (Four years, including only core English courses may be used to complete the requirement)	20
MATH (Three years, including Algebra I and Geometry and Algebra II)	15
SOCIAL STUDIES (World History and two years of US History)	15
SCIENCE (Three years, including Biology, a lab, and an inquiry based course)	15
PHYSICAL EDUCATION/HEALTH (One year of physical education/health for each year of enrollment) *Students that participate in a six-credit science course will earn four Physical Education/Health credits in order to accommodate the laboratory period.	20
21st CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION (Practical Arts)	5
WORLD LANGUAGE (Two or more years recommended, one year required)	5
VISUAL AND PERFORMING ARTS	5
FINANCIAL LITERACY (1 semester of Economics, Business, Entrepreneurial Literacy)	2.5
CREATIVE WRITING (1 semester & Pre-IB, IB, and AOF students are exempt)	2.5
SCHOOL & COMMUNITY SERVICE (50 hours)	2.5
ELECTIVES (A minimum of 12.5 credits in any Elective course)	12.5
TOTAL CREDITS REQUIRED FOR GRADUATION	120

PROCEDURES FOR PROGRAM CHANGES

SCHEDULE CHANGE, COURSE LEVEL CHANGE, AND COURSE WITHDRAWAL

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

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

Students cannot change electives once the school year begins. Elective change requests must be made by June of the prior school year.

Schedule Change

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

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

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

The following schedule change requests will not be permitted

- Teacher preference
- Lunch preference
- Elective preference
- An interest in joining friends in a particular class
- Any combination of the above

Course Level Change

A student may request to change course levels (drop a level) within the same course, e.g. AP/Honors to College Preparatory Level no later than the last school day in September. The request must be accompanied by a Schedule Change Request form that is completed and signed by the student, parent/guardian, both teachers, department supervisor, and guidance counselor. A Schedule Change Request form for a Semester Course must be submitted within the first fifteen days of the class start date. All requests are subject to administrative approval and course availability. Requests may not be approved if the request requires multiple course changes in the student's schedule. Course level change requests will not be accepted after the aforementioned Full Year and Semester deadlines.

Course Withdrawal

A student may request to withdraw from a course. The request must be accompanied by a Schedule Change Request form that is completed and signed by the student, parent/guardian, the teacher, department supervisor, and guidance counselor, after a parent/guardian conference with the counselor (telephone conferences are acceptable). Withdrawal from a course will result in the loss of credit for the course. The course may not be replaced by a credit bearing course. A course withdrawal may not be accompanied by a request to conduct a schedule change. The student's schedule will remain intact and the withdrawn course will be replaced by a non-credit bearing assignment. Requests to conduct course withdrawals are subject to the availability of a non-credit bearing assignment the same period as the withdrawn course. In the event that a non-credit bearing assignment is not available during the same period of the withdrawn course, then the student may be required to stay in the course. It is also strongly recommended students do not take more than one study hall per year.

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

The **ACADEMY OF FINANCE (AOF)** is one of five academics founded under that National Academy Foundation. The AOF is a competitive 4-year program that provides students with coursework and hands-on work experiences designed to develop the 21st century skills that they will need to be successful in post-secondary education and careers in finance. Students will engage with local business professionals to learn about their careers and are assigned a mentor from the business community to serve as a support and information resource as they complete the requirements of AOF. Academy students will have the opportunity to engage in authentic experiences in the world of finance, including trips to the New York Federal Reserve Bank, the Museum of American Finance, and other financial institutions. AOF coursework is designed to expose students to the broad range of career opportunities in the finance sector. All Academy students must complete a six to eight week summer internship between their junior and senior years, giving them practical work experience in a professional setting. Upon completion of the Academy of Finance program, students will receive a National Academy Foundation certificate.

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

The **ACADEMY OF THEATRE ARTS** is an intensive training program that offers exciting opportunities for students. Some students enter The Academy of Theatre Arts because they enjoy acting and want to develop concentration skills, collaboration skills, critical/creative thinking skills and problem solving skills. Other students join The Academy of Theatre Arts because they are interested in majoring in the performing arts in college, or they are considering a career in the arts. It is a small learning community that offers students the opportunity to receive intensive instruction and support in acting in an authentic work environment. The Academy of Theatre Arts provides opportunities for students to interact with artists from the surrounding areas and to attend field trips and theatrical events. All Theatre Arts students are offered leadership opportunities and a "voice" in decision-making. Students enter the Academy with a declared major in acting and graduate with an Academy of Theatre Arts Certificate upon completion of the program.

VISUAL AND PERFORMING ARTS offers a wide choice of electives to meet the needs and plans of individual students interested in art, music, and theatre. Students with these interests are urged to speak with their guidance counselors and fine arts teachers.

ADVANCED PLACEMENT (AP) courses enable academically prepared students to pursue college-level studies and earn college credit, advanced placement or both while still in high school. By making the decision to take one of the many AP courses offered across the curriculum, students demonstrate to admissions offices that they have the will and skill to challenge themselves with the most rigorous course work available and to master the critical thinking, problem solving, language immersion and/or effective writing necessary to succeed at the college level. University faculty members play a vital role in ensuring that AP courses align with higher education standards. Each course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. Research consistently supports the assertion that performing well on AP exams is a pathway to success in college. Students in all AP courses are required to take the corresponding AP exams in May.

The HONORS PROGRAM is an opportunity to pursue accelerated and challenging courses. Honors courses are designed to challenge highly motivated and academically skilled students. These courses often include an “in-depth” study of a particular subject accompanied by rigorous demand upon students in terms of study skills, homework and independent projects.

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

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

PREPARATION FOR COLLEGE ADMISSION

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

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

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

Standardized Testing Timeline

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

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

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

School Codes

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

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

Test Center for ACT is **196800**

College Scholarships

Applications for college scholarships should be submitted to the college at the time of submitting the application for admission or soon thereafter. Most colleges require a student applying for a scholarship to file the Free Application for Federal Student Aid (FAFSA). These forms are available on the official website, www.fafsa.ed.gov. Students should also check the Guidance Department bulletin boards and the Naviance Family Connection website for scholarship information.

HIGH SCHOOL PROFICIENCY REQUIREMENTS

PARCC

The PARCC assessments will be administered every school year during the months of April/May in the following subjects: Algebra I, Geometry, Algebra II, and English 9, 10, & 11. All PARCC assessments are computer delivered.

These assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal, and provide teachers with timely information to tailor instruction and provide student support.

The State of New Jersey will not solely use PARCC scores as a graduation requirement until the class of 2020. Until then, a concordant of cut off scores will be used to measure high school proficiency.

English Language Arts	Mathematics
PARCC ELA Grade 9 ≥ 750 or	PARCC Algebra 1 ≥ 750 or
PARCC ELA Grade 10 ≥ 750 or	PARCC Geometry ≥ 725 or
PARCC ELA Grade 11 ≥ 725	PARCC Algebra II ≥ 725
For the Class of 2020 the below tests can only be used if all applicable high school PARCC tests have been taken.	For the Class of 2020 the below tests can only be used if all applicable high school PARCC tests have been taken.
SAT ≥ 400 or	SAT ≥ 400 or
ACT ≥ 16 or	ACT ≥ 16 or
Accuplacer Write Placer ≥ 6 or	Accuplacer Elementary Algebra ≥ 76 or
PSAT 10 Reading or PSAT ≥ 40 or	PSAT ≥ 40 or
ACT Aspire ≥ 422 or	ACT Aspire ≥ 422 or
ASVAB-AFQT ≥ 31 or	ASVAB-AFQT ≥ 31 or
Meet the criteria of the NJDOE Portfolio Appeal	Meet the criteria of the NJDOE Portfolio Appeal

Subject to change as per NJDOE

SPECIAL OPPORTUNITIES

COLLEGE CREDIT

Fairleigh Dickinson University-Fort Lee High School is involved in an innovative program, allowing juniors and seniors to take courses yielding college credits. Fort Lee has entered into an agreement with Fairleigh Dickinson University, whereby this institutions grants credits to students upon completion of selected Fort Lee High School courses deemed compatible by the college. Those courses which have been approved are the following: Accounting II, Anatomy and Physiology of the Human Body, AP Biology, AP Calculus, AP Chemistry, Art History, Italian 4, Spanish 4, and Spanish AP. The teachers of

these courses have been granted adjunct instructor status on the respective campuses. Each student is granted campus privileges, including access to the libraries. Upon successful completion of the course, each student will receive an official transcript, which he/she may submit to the college of his/her choice for transfer credit approval. In order to earn credit through Fairleigh Dickinson University, the student must register and pay for the course in the guidance office by September of the year he/she is enrolled in the class.

Syracuse University- Fort Lee High School has been approved for SUPA in Accounting I and Science Research Honors whereby Syracuse University will grant credits to students upon completing of the Fort Lee High School course.

OPTION OF AUDITING CLASSES

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

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

SCHOOL AND COMMUNITY SERVICE PROGRAM

The School and Community Service Program offers students the opportunity to give back to the Fort Lee community while learning valuable job and life skills. Student volunteers choose when and where they wish to volunteer. All students must complete fifty (50) hours and 2.5 credits by senior year. Students may elect to participate in community service (50 hours) multiple times to earn up to 5 credits. More information could be found on the School and Community Service Google Classroom page.

GRADING

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

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

Marking Period Calculations

All teachers will utilize the following criteria to calculate quarterly averages:

Formative Assessments=40%

Summative Assessments=60%

The Fort Lee Public Schools will count the **midterm and final exam** for 20% of the final grade. The weight of the midterm will be 10% and the final will be 10%.

Numerical Range	GPA Value			Letter Grade
	AP/HL	HON/SL	REG.	
97-100	4.9	4.65	4.4	A+
93-96	4.5	4.25	4.0	A
90-92	4.1	3.85	3.6	A-
87-89	3.9	3.65	3.4	B+
83-86	3.5	3.25	3.0	B+
80-82	3.1	2.85	2.6	B-
77-79	2.9	2.65	2.4	C+
73-76	2.5	2.25	2.0	C+
70-72	2.1	1.85	1.6	C-
67-69	1.9	1.65	1.4	D+
63-66	1.5	1.25	1.0	D+
60-62	1.1	0.88	0.6	D-

KEY

- AP = Advanced Placement
- HL = IB (International Baccalaureate) High level
- HON = Honors
- SL = IB (International Baccalaureate) Standard level
- REG = College Prep

High School transcripts and report card will reflect only numerical grades.

- All marking periods, semester and final averages of 0-50 will be assigned the minimum grade of 50.
- Midterms & final exams that fall between 0-50 will be assigned that numerical value.
- All marking periods, midterm & final exams, semester and final averages of 51 or higher will be assigned the actual numerical value.

THE ACADEMY PROGRAMS AT FLHS

ACADEMY OF FINANCE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
* Principles of Finance & Entrepreneurship	* Financial Services * Business in a Global Economy	* Accounting 1 * Business Economics * Advanced Finance * AOF Internship **College credit available for Accounting I	* Accounting II Honors

The **Academy of Finance (AOF)** is one of five academies founded under that National Academy Foundation. The AOF is a competitive 4-year program that provides students with coursework and hands-on work experiences designed to develop the 21st century skills that they will need to be successful in post-secondary education and careers in finance. Students will engage with local business professionals to learn about their careers and are assigned a mentor from the business community to serve as a support and information resource as they complete the requirements of AOF. Academy students will have the opportunity to engage in authentic experiences in the world of finance, including trips to the New York Federal Reserve Bank, the Museum of American Finance, and other financial institutions. AOF coursework is designed to expose students to the broad range of career opportunities in the finance sector. All AOF students must complete a six to eight week summer internship between their junior and senior years, giving them practical work experience in a professional setting. Upon completion of the Academy of Finance program, students will receive a National Academy Foundation Certificate graduation.

Principles of Personal Finance & Entrepreneurship

Credits 5.00, Grade 9

This course covers fundamental principles of finance with a focus on business and entrepreneurship. Students will learn what is necessary to start and run different types of businesses including producers, services, and intermediaries. Students will also learn about the scope and nature of careers in fields including insurance, real estate, marketing, securities, finance and accounting. Students will explore different banking and investing strategies. An emphasis will be put on developing the skills necessary to work effectively in a team in the 21st century workplace including discussion on ethical practices. Leadership skills will be developed through authentic experiences in the classroom. This course fulfills the state requirement for financial literacy through instruction on becoming a critical consumer, money management, credit and debt management, insurance and risk management, civic financial responsibility, planning, saving and investing.

Financial Services

Credits 2.50, Grade 10 (Taken concurrently with Business in a Global Economy)

Prerequisite: Successful completion of Introduction to Business/Entrepreneurship and Principles of Personal Finance

This is a one-semester course that presents a survey of the principles and practices of banking and credit in the United States. Students learn about the major functions of banks and other depository institutions, in-house operations and procedures, central banking through the Federal Reserve System and modern trends in the banking industry. The credit component provides an overview of credit functions and operations including credit risk evaluation, loan creation and debt collection.

Business in a Global Economy

Credits 2.50, Grade 10 (Taken concurrently with Financial Services)

Prerequisite: Successful completion of Introduction to Business/Entrepreneurship and Principles of Personal Finance

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

Business Economics

Credits 2.50, Grade 11 (Taken concurrently with Advanced Finance)

Prerequisite: Successful completion of Financial Services and Business in a Global Economy

This is a one-semester course that introduces students to the key concepts of economics as they pertain to business. This course discusses the American economy and the factors that influence the success of businesses and products. It describes forms of business ownership, discusses the relationship of labor and business, and provides a broad overview of the global economy. Students also examine careers in business, both as employees and as business owners.

Advanced Finance

Credits 2.50, Grade 11 (Taken concurrently with Business Economics)

Prerequisite: Successful completion of Financial Services and Business in a Global Economy

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

AOF Internship

Grades 11-12

Prerequisite: Successful completion of Business Economics and Advanced Finance

A mandatory component of the Academy of Finance, the 6-8 week, 160 hour minimum internship is usually paid and takes place preferably during the summer between junior and senior year. Students intern at a worksite based on their future career choice. The internship provides students with real-world working experience before they leave high school along with other important 21st century skills needed to compete in a global economy. Please see Academy of Finance Internship Agreement for further details.

Accounting I

Credits 5.00, Grade 11

Prerequisite: Successful completion of Introduction to Business/Entrepreneurship and Principles of Personal Finance, Financial Services, and/or Business in a Global Economy is suggested but not required

Accounting I trains the student for the formal keeping of business records and the preparation of business reports and financial statements. It is the introductory basis for the occupation of accountant and includes the complete accounting cycle with hands on applications in Excel and Power Point. It is a valuable preparation for later college accounting courses and a necessary asset in most business positions. College credit through Syracuse University/SUPA is available.

Accounting II Honors

Credits 5.00, Grade 12

Prerequisite: Successful completion of Accounting I

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

THE ACADEMY PROGRAMS AT FLHS

ACADEMY OF THEATRE ARTS

GRADE 9	GRADE 10	GRADE 11	GRADE 12
* Acting I	* Acting II	* Acting III Honors	* Acting IV Honors

The ACADEMY OF THEATRE ARTS is a “small learning community” of performing arts students who receive intensive training in acting and all other related areas of performing arts. Students who are interested in this rigorous program must audition and interview for acceptance. Special classes include: Acting I, II, III, and IV. Upon completion of the program, students will receive a Theatre Arts certificate in addition to the high school diploma. The Academy of Theatre Arts offers students the chance to explore, create, and use their imagination in a safe and supportive environment. If your talent and interest resides in the performing arts you can receive an excellent comprehensive education by participating in this

program. The Academy of Theatre Arts offers the talented and seriously committed performing arts student the opportunity to receive in-depth training by professionals in the field. Some students enter The Academy of Theatre Arts because they enjoy acting and want to develop concentration skills, collaboration skills, and critical/creative thinking skills. Other students decide to join the Theatre Arts Program because they are interested in majoring in the arts in college, or they intend to enter the theatre arts as a career.

Acting I

Credits 5.00, Grades 9

Introduction to acting with a focus on theatre games, movement, relaxation and vocal techniques, character creation, pantomime and improvisation.

Acting II

Credits 5.00, Grades 10

Prerequisite: Successful completion of Acting I

The second year of acting extends the student's knowledge of acting and adds playwriting and more performance from plays. Students are also introduced to the masters of the craft.

Acting III Honors

Credits 5.00, Grades 11

Prerequisite: Successful completion of Acting I and II

Students will study the Masters of the Craft. Through readings about the Great Teachers students will explore the origins of the craft and be able to utilize the skills once taught by these teachers in their own performances. The class will mainly focus on the methods of Constantine Stanislavski, Viola Spolin and Sanford Meisner.

Acting IV Honors

Credits 5.00, Grades 12

Prerequisite: Successful completion of Acting I, II, III

Students will explore theatre historically. They will research theatre's beginnings (Greeks/Romans/Medieval), through the Elizabethan Period (Shakespeare) and the Reformation to the 21st Century. They will read and perform plays from each of these eras and employ the acting styles acquainted with the time.

THE ACADEMY PROGRAMS AT FLHS

THE INTERNATIONAL BACCALAUREATE PROGRAM

GRADE 9	GRADE 10	GRADE 11	GRADE 12
* English	* FLHS Pre-IB Literature & Performance SL	* IB English HL I	* IB English HL II
* US History I	* US History II	* IB World History HL I	* IB World History HL II
* Geometry			
* Algebra II	* Algebra II	* IB Spanish SL I	* IB Spanish SL II
* Spanish II	* Spanish III	* IB Math SL I	* IB Math SL II
* Biology	* Chemistry	* IB Math HL I	* IB Math HL II
	* FLHS Pre-IB/AP Economics	* IB Physics	* IB Physics HL II
*Honors is highly recommended	* Creative Writing or	* IB Theory of Knowledge HL	* IB Music HL II
	* FLHS Pre-IB/AP Economics	* IB Film HL I	* IB Film HL II
		* IB Music HL I	* IB Music HL II
	*Honors/AP is highly recommended		

***HL classes are weighed as AP classes and SL classes are weighed as honors classes.**

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

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

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

Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). Each student will be assessed both internally by the subject teacher and externally by IB examiners.

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

FLHS Pre-IB Literature and Performance SL

Credits 5.00, Grade 10

GPA Weight: Honors

Prerequisite: English 9/English 9 Honors and meets the Honors entry criteria

As part of the FLHS Pre-IB Program, the literature and performance course aims to explore the relationship between literature and theatre. The main focus of the course is the interaction between the literacy skills of close reading, critical writing and discussion, and the practical, aesthetic and symbolic elements of performance.

The course is organized into three parts, each focused on a different aspect of literature and performance. Together, the three parts of the course cover the critical study of literacy texts, the exploration of chosen approaches to a text, and the realization of texts in a performance.

Students engage with a wide variety of textual genres to explore the concept of transformation, examining the ways in which the context of production and perception shape meaning.

IB English HL I & HL II

Credits 5.00 each, Grades 11-12

GPA Weight: AP

Prerequisite: English 10 & English 11 and meets the AP/IB entry criteria. Students must take Part I in order to take Part II

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

The aims of the IB English HL course are to encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism. Additionally, to develop the students' powers of expression, both in oral and written communication, and provide the opportunity to practice and develop the skills involved in writing and speaking in a variety of styles and situations. Students will also be introduced to a range of literary works of different periods, genres, styles, and contexts. The students' perspective will be broadened through the study of works from other cultures and languages. In addition to the IB assessments, students will have to take the AP Literature exam at the end of the first year of the course.

IB Spanish SL I & SL II

Credits 5.00 each, Grades 11-12

GPA Weight: Honors

Prerequisite: Spanish 2 is required & Spanish 3 is recommended. Recommendation for IB/AP level work. Students must take Part I in order to take Part II

At the end of the IB Spanish SL course students are expected to communicate clearly, fluently and effectively in a wide range of situations. Additionally, they are expected to understand and use oral and written forms of the language appropriately in a range of styles and situations. They should also understand and use a broad range of vocabulary and idioms, express ideas with clarity and fluency, structure arguments in a focused and coherent way, and support them with relevant examples.

Pre-Calculus Honors / IB Math SL I

Credits: 5.00, Grades 10-12

GPA Weight: Honors

Prerequisite: Algebra II and meets the Honors entry criteria

This is an advanced mathematics course designed to prepare students for IB Math SL II and AP Calculus AB. Students will develop proficiency working with high degree polynomials, reciprocal and rational functions, logarithmic and exponential functions and their properties, logistical functions, graphic and analytic, trigonometry, vectors, parametric equations, probability and statistics, discrete mathematics, matrices and introductory concepts of limits, and polar equations, discrete mathematics, limits, and continuity. This course is strongly recommended for students that plan to take the AP Calculus AB and or the IB Math SL exam during the following school year.

IB Math SL II

Credits 5.00, Grades 11-12

GPA Weight: Honors

Prerequisite: Successful completion of Pre-Calculus Honors/IB Math SL I and meets Honors entry criteria

This course caters to students who have a mastery of advanced math topics including proficiency working with polynomials with a degree higher than 2, reciprocal and rational functions, logarithmic and exponential functions, logistics functions, graphic and analytic trigonometry, vectors, parametric equations, probability and statistics, discrete mathematics and limits. The course is designed for students who will likely need a sound mathematical background to support their future studies in subjects such as biology, chemistry, business administration, etc. This course requires students to continue developing an understanding of a wide range of math topics while applying these strategies to authentic scenarios. The internally assessed component, the Math Exploration, offers students a framework for developing real-life application and connections in their learning by using mathematical investigation modeling.

IB Math HL I

Credits: 5.00, Grades 10-12

GPA Weight: AP

Prerequisite: Successful completion of Algebra II/Algebra II Honors and meets the AP/IB entry criteria

This is an advanced mathematics course designed to prepare students for IB Math HL II and AP Calculus BC. In addition to the topics listed in Pre-Calculus Honors AB/IB Math SL I, students will proficiently work with advanced graphic and analytic trigonometry, 3D vectors, vector products, mathematical induction, parametric equations, polar coordinates, polar form of complex numbers, DeMoivre's theorem, discrete mathematics including Normal and Poisson distributions, mathematical induction, formal concepts of limits, derivatives, and differentiation techniques. This course is strongly recommended for students that plan on taking the AP Calculus BC and/or IB Math HL exam during the following school year.

AP Calculus BC/IB Math HL II

Credits: 5.00, Grades 11-12

GPA Weight: AP

Prerequisite: Students must meet the AP/IB entry criteria; suggested completion of Pre-Calc Honors or IB Math SL/HL first year. Students who are taking this course as the second year of IB Math HL must complete IB Math SL/HL first year

This course is for students with strong mathematical skills who want to experience a comprehensive and rigorous course equivalent to two semesters' worth of college-level calculus.

Using their competency in prerequisite courses, students will apply their skills to model the dynamic nature of the real world. Building from the concept of limits, students will examine average/instantaneous velocity of moving objects, optimization and related rate, distance traveled, and area and volume of irregular objects. In addition to the topics of AP Calculus AB and IB Math SL II, topics covered in this course will include differential/integral calculus treatment for parametric, polar functions and vector, improper integrals, polynomial approximations, infinite series, differential equations, and additional techniques in differential calculus. Students are expected to be able to work with various topics graphically, numerically, analytically, and verbally, and should understand the connections between these representations. All students in this class participate both AP calculus BC and IB Math HL exam at the end of the school year and will prepare and submit their work for IB Internal assessment for math – Math Exploration.

IB Theory of Knowledge HL

Credit 5.00, Grades 11-12

GPA Weight: AP

Prerequisite: Students must meet the AP/IB entry criteria

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

The TOK course, a flagship element in the Diploma Program, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content explores questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? What makes TOK unique, and distinctively different from standard academic disciplines, is its process. At the center of the course is the student as knower. Students entering the Diploma Program typically have sixteen years of life experience and more than ten years of formal education behind them. They have accumulated a vast amount of knowledge, beliefs and opinions from academic disciplines, and their lives outside the classroom.

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

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

IB World History HL I/IB World History HL II

Credit 5.00, Grades 11-12

GPA Weight: AP

Prerequisite: Recommendation for IB/AP level work. Students must take Part I in order to take Part II

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

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

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

IB Physics

Credits 7.00, Grades 11-12

GPA Weight: Honors

Prerequisite: Successful completion Biology as well as meet Honors level criteria

The IB Physics course helps students develop practical skills and techniques while expanding their knowledge of physics concepts. The course also provides students the opportunity to enhance mathematical, interpersonal, and communication technology skills, which are essential in the modern world. Topics to be studied include mechanics, thermal physics, waves, electric currents, fields and forces, atomic and nuclear physics, as well as energy, power, and climate change. There is a laboratory component to this course. At the end of this course students may opt to take the IB Physics SL exam or pursue IB Physics HL II in the following school year.

IB Physics HL II

Credits 7.00, Grades 11-12

GPA Weight: AP

Prerequisite: Successful completion of IB Physics as well as meet AP/IB level criteria

The IB Physics HL course enables students to develop practical scientific skills and techniques while expanding on their knowledge of physics concepts. Students will collaborate to design and carry out investigations where they collect and analyze data and evaluate and communicate their findings. Students will enhance their mathematical, interpersonal, and technological skills which are essential in the modern world. Primary topics studied in this course include mechanics, thermal physics, waves, electricity & magnetism, circular motion & gravitation, atomic, nuclear & particle physics, and energy production. Additional topics may include wave phenomena, fields, electromagnetic induction, quantum physics, engineering physics, relativity, imaging, and astrophysics. There is a laboratory component to this class.

IB Film HL I

Credits 5.00, Grade 11

GPA Weight: AP

Prerequisite: Students must meet AP/IB level criteria

IB Film students will watch cinematic masterpieces from around the world and develop the ability to understand film as a complex art form, craft, and institution. They will be challenged to experience a broader and more diverse range of movies than they have previously encountered, and most importantly, will be expected to watch and experience films actively and analytically.

IB Film HL II

Credits 5.00, Grade 12

GPA Weight: AP

Prerequisite: Successful completion of IB Film I. Students must take Part I in order to take Part II. Students must meet AP/IB level criteria

Students will learn to recognize and interpret the most important elements of film language and analyze the way filmmakers convey story and meaning. Film styles and movements are explored, and the central critical approaches to the study and appreciation of film as a genre. Final assessment will include textual analysis of films, essays pertaining to film theory and history of film, and an individual, creative film production.

IB Music HL I & HL II

Credits 5.00, Grades 11-12

GPA Weight: Honors

Prerequisites: Audition or teacher selection only. Must have a good working knowledge of the fundamentals of music and be able to read music in at least one clef. Supplemental instruction is recommended but not required.

IB Music HL I and II are designed for music students with varied backgrounds in music performance. The aim of the IB music program is to give music students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities and understanding through musical analysis & comparison, performance and composition. Students will be expected to demonstrate their understanding of music by performing, by using appropriate musical language and terminology in analyzing musical works from many varied cultures and periods, and by exploring music through music theory, aural skills, composition and music history. Students taking IB Music as part of the IB Diploma Program are required to take both IB Music HL I and II over two consecutive years. IB Music II continues the groundwork completed in IB Music HL I to culminate in the internal and external assessments for the IB exam in the spring of IB Music HL II. IB Music fulfills the area 6 requirement for the IB Diploma Program.

FLHS Pre-IB/AP Economics

Credits 5.00, Grades 10-12

GPA Weight: AP

Prerequisite: Students must meet AP/IB level criteria

AP Economics is a fast paced college-level course that focuses on the decision making of individuals, businesses and the government. Students will study a variety of economic theories and analyze their practical application in the real world. Extensive math skills are not required; however, the ability to analyze graphs and charts is essential. This yearlong course covers both micro and macroeconomics. Microeconomics focuses on the behavior of individuals and firms - the supply and demand for products and labor, profit maximization and market structure, and market failure. Macroeconomics focuses on the economy as a whole, both domestically and internationally. It introduces students to measures of economic health, fiscal policy, monetary policy, and international economics. Students are expected to take two separate AP exams in May – one for Microeconomics and the other for Macroeconomics.

The course will also analyze topics that are part of the IB Economics curriculum, specifically International Economics and Economic Development. The former will explore the international movement of labor, capital, investment and currency, while the latter analyzes challenges faced by underdeveloped and developing countries domestically and within a global context.

ENGLISH

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
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College Prep	* English 9 * English Strategies *Career & Academic Preparation I	* English 10 * English Strategies * Creative Writing * Career & Academic Preparation II	* English 11 * English Strategies *Career & Academic Preparation II	* English 12 * English Strategies *Career & Academic Preparation II
Honors	* English 9 Honors	* English 10 Honors * Creative Writing	* English 11 Honors	* English 12 Honors
AP	* English 9 Honors	* English 10 Honors * Creative Writing	* AP English Language & Composition * AP English Literature & Composition	* AP English Language & Composition * AP English Literature & Composition
IB	* English 9 Honors	* FLHS Pre-IB Literature & Performance SL	* IB English I	* IB English II
Electives	* Journalism * Yearbook * The Graphic Novel/Myth, Fantasy & Science Fiction * ESL Writing	* Journalism * Journalism II * Yearbook * Yearbook II * The Graphic Novel/Myth, Fantasy & Science Fiction * Movies & Literature *ESL Writing	* Journalism * Journalism II * Yearbook * Yearbook II * The Graphic Novel/Myth, Fantasy & Science Fiction * Movies & Literature * Female Voices in Literature *ESL Writing	* Journalism * Journalism II * Yearbook * Yearbook II * The Graphic Novel/Myth, Fantasy & Science Fiction * Female Voices in Literature *ESL Writing

English 9/English 9 Honors

Credits 5.00, Grade 9

Honors Prerequisite: Students must meet Honors entry criteria

English 9 focuses on grammar, composition, vocabulary, research, reading strategies, and academic writing. Students study five genres in-depth: short story, novel, drama, poetry and nonfiction. Additionally, students will explore rich literary themes in varied works from different time periods. Core readings include: *Night*, *Romeo and Juliet*, *Of Mice and Men*, and *Lord of the Flies*. This course teaches students how to write a unified and coherent academic essay and a research paper. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. Students enrolled in English 9 Honors read *A Raisin in the Sun* in addition to the above titles, and challenge themselves with more rigorous coursework.

English 10/English 10 Honors

Credits 5.00, Grade 10

Honors Prerequisite: Students must meet the Honors entry criteria

In addition to enhancing reading and writing standards established in ninth grade, English 10 provides a literary perspective based on intercultural connections and global influences. Students examine literature from various eras and cultures, which includes the following core readings: *Interpreter of Maladies*, *Things Fall Apart*, and *When I Was Puerto Rican*. Additionally, students participate in comprehensive book clubs; among the authors studied are Julia Alvarez, Khaled Hosseini, and Yann Martel. This course further refines the multi-paragraph composition, with emphasis on the development of compare/contrast and argumentative essays. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. Those enrolled in English 10 Honors read *Othello* in addition to the above titles, and challenge themselves with more rigorous coursework.

Creative Writing

Credits 2.50, Grade 10

This is a mandatory course required for graduation designed to reinforce good writing and editing skills through narrative, argumentative, and descriptive essay assignments. Comprehensive editing, peer review, and teacher conferences will help students develop a clear understanding of effective writing. This course also provides students with an outlet for creative expression, including with the writing of an original short story. Additionally, students will continue to improve their reading, vocabulary, and sentence structure/grammar skills. Students will also read nonfictions and fiction texts of varied length during the semester.

FLHS Pre-IB Literature and Performance SL

Credits 5.00, Grade 10 (*English 10 Honors alternative*)

GPA Weight: Honors

Prerequisite: Students must meet the Honors entry criteria

FLHS Pre-IB honors course explores the relationship between literature and theatre. Students focus on close reading, critical writing, and perceptive discourse, while understanding the practical, aesthetic, and symbolic elements of performance. This course is organized into three parts, each of which is focused on a different aspect of literature and performance. Together, these three parts cover the critical study of literary texts, the exploration of chosen approaches to a text, and the realization of texts in performance. Students explore a wide variety of textual genres and analyze the concepts of transformation and the ways production and perception shape meaning.

English 11/English 11 Honors

Credits 5.00, Grade 11

Honors Prerequisite: Students must meet the Honors entry criteria

Utilizing skills and knowledge gained in prior grades, students in English 11 analyze the role(s) of a non-conformist in society. This curriculum examines our nation's ever-changing voice from early settlers to contemporary Americans. In addition to exploring an array of literary genres, students read three core texts: *One Flew Over the Cuckoo's Nest*, *Travels with Charley*, and *The Crucible*. Students also participate in comprehensive book clubs that include texts from various authors, such as Mark Twain, James McBride, J.D. Salinger, and Tennessee Williams. Students write varied compositions that include an autobiography, an argumentative essay, and an expository essay. To reinforce SAT preparedness, students learn advanced vocabulary and augment critical reading skills. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. Students enrolled in English 11 Honors read *The Invisible Man* in addition to the above titles and challenge themselves with more rigorous coursework.

IB English I HL

Credits 5.00, Grade 11

Prerequisite: Students must meet the AP entry criteria

This course provides students with extensive experience and training in the study, interpretation, and analysis of literary works. Students enrolled in this course complete the first year of the two-year IB English HL course (see IB English HL II). Students are required to take the oral and written IB English exams. In the first year of the course, the content parallels the AP Literature and Composition curriculum and prepares students to take the AP examination in the spring. Students who are not IB Diploma candidates and do not wish to continue into the second year of the course are not required to do so.

Advanced Placement (AP) English Language & Composition

Credits 5.00, Grades 11-12

Prerequisite: Students must meet the AP entry criteria

This course requires mature & skillful writing for a variety of purposes and analytical reading of complex and varied texts from a wide range of time periods. Nonfiction is the primary genre, which includes essays, letters, memoir, political discourse, and speeches. Students write in all four primary modes (exposition, narration, description and argumentation) and learn to develop their writing through such strategies as compare/contrast, cause/effect, division or analysis, and example. Students are encouraged

to read a text from a writer's point of view as well as a reader's point of view. This is an approach that puts students in touch with the importance of craft and helps them develop their own distinct style. Writing is taught as a process. Throughout the year, students take timed AP practice exams. Students must complete assigned summer work prior to the start of the school year.

English 12/English 12 Honors

Credits 5.00, Grade 12

Honors Prerequisite: Students must meet the Honors entry criteria

Building on proficiencies emphasized in previous grades, students in English 12 explore how social institutions shape identity. This final year of high school English focuses on rigorous literature, exemplified in the core readings: *Brave New World*, *Robinson Crusoe*, *White Teeth*, and *Hamlet*. In addition to extensive reading analysis, this course incorporates an expansive research project followed by a research paper. Students are also taught to write effective college essays in their own style and voice. These writing requirements are specifically designed to enrich college and career readiness for seniors. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. Students enrolled in English 12 Honors read *Emma* in addition to the above titles, and challenge themselves with a more rigorous course.

IB English II HL

Credits 5.00, Grade 12

Prerequisite: Students must meet the AP entry criteria and have successfully completed IB English I

This course continues at the conclusion of IB English HL I. This second year of the two-year course focuses more on literary commentary, where students examine a wide range of literary pieces. Additionally, students choose a literary genre and explore representative writers' works in depth. Students are required to take the oral and written IB English exams.

Advanced Placement (AP) English Literature & Composition

Credits 5.00, Grades 11-12

Prerequisite: Student must meet the AP entry criteria

This course requires critical analysis through the close reading of fictional narratives. Literary styles, structures, themes, and other literary elements are studied. Students examine representative works of recognized literary merit from the sixteenth century to the twenty-first century, which include: *Wuthering Heights*, *Heart of Darkness*, *A Doll's House*, *The Color Purple*, and *White Tiger*. Advanced writing includes literary analysis, critical commentary, and poetry explication. Students must complete assigned summer work prior to the start of the school year.

English as a Second Language

Credits: 5.00, Grades 9-12

This course is designed to create an effective and supportive environment for ELL students. Courses for beginner, intermediate, and advanced non-native speakers are designed to support the use of English in four areas of communication: listening, speaking, reading, and writing. Additionally, students will learn how to analyze and write narrative, persuasive, expository, and descriptive essays. Students will read biographies, current event articles, editorials, essays, poetry, dramas, and more. Upon successful completion of this course, students will attain the fluency required to perform proficiently in their

mainstream classes. Preparedness for standardized tests such as ACCESS, PARCC, SAT and TOEFL is further supported.

ENGLISH ELECTIVES

Career & Academic Preparation I

Credits 5.00, Grades 9

Career & Academic Preparation I is a pass/fail course designed to focus on the development and implementation of the fundamental skills necessary for both career and academic success. Guided instruction, the use of technology, class discussions, practice and skill implementation, and one-to-one conferences will provide a platform for students to develop the skills necessary to work independently and efficiently to meet their academic goals. Areas of focus include organization, communication, self-advocacy, time management, test-taking, problem solving, listening and writing skills, and timely completion of assignments.

Career & Academic Preparation II

Credits 5.00, Grades 10-12

Career & Academic Preparation II is a pass/fail course designed to focus on the development and implementation of the fundamental skills necessary for both career and academic success. Guided instruction, the use of technology, class discussions, practice and skill implementation, and one-to-one conferences will provide a platform for students to develop the skills necessary to work independently and efficiently to meet their academic goals. Areas of focus include organization, communication, self-advocacy, time management, test-taking, problem solving, listening and writing skills, and timely completion of assignments.

English Strategies

Credits 5.00, Grades 9-12

English Strategies is a pass/fail course designed to support students in both their current English class and aid in the development and proficiency of basic English skills. The course focuses on student deficiencies in the areas of reading and writing. Primary targets are vocabulary development, active reading strategies, grammatical usage, sentence structure, and paragraph organization. Students will also be instructed on how to maintain academic material organization. The small group design of this class allows for a more personalized approach to address the needs of each student.

ESL Writing

Credits 5.00, Grades 9-12

Students will practice and learn written constructs to support academic contexts in all subject areas. The curriculum will provide specific opportunities for students to explore varied genres of writing and skill development, specifically tailored for the emerging English Language Learner. The curriculum will require students to engage in a variety of writing tasks such as:

- Argumentation tasks will support student writers to take a position and provide a convincing set of reasons for that position.
- Informational/Explanatory tasks will involve expository writing used to explain, describe, and inform to provide information to the reader or describe something accurately.

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- Narrative writing tasks that will prepare students for research papers, opinion pieces, email, memo or letter writing. Students will have opportunities to write a written description of an event or experience or to write a comprehensible narrative based upon material gathered through researching, polling or interviewing.
 - Creative tasks which include fiction and poetry writing will also be integrated throughout the curriculum.

Journalism I

Credits 5.00, Grades 9-12

This is an elective course designed for students interested in further enhancing their skills as writers. It focuses on the history of journalism and contemporary media literacy. Students will also learn about the ethical responsibilities of journalists implicit in today's global press. Students learn the fundamentals of news, feature, editorial, and sports writing. Copy reading, news style, and editing are emphasized. Students create numerous original stories using varied structures and writing techniques, while learning to create computer generated layouts and graphics.

Journalism II

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Journalism I

News happens fast and often. It is said that “the news never sleeps” and they may be right. Journalism II is an advanced course in journalistic reporting and writing devoted to learning how to prepare in-depth articles on issues and events of Fort Lee High School and the Fort Lee community. Students will extend their knowledge of the legal and ethical issues facing journalists today. Emphasis will be on the techniques, ethics, and responsibilities of conducting interviews and research, crafting pieces for newspapers and other publications, and applying photography and videography skills in reporting news. Students will develop a portfolio of writing samples, proposal ideas and letters for the editor of The Fort Leeder and other popular newspapers, magazines and online publications. In addition, students will apply layout and design concepts using Adobe InDesign to design pages for newspapers and magazines.

Myth, Fantasy, and Science Fiction

Credits 2.50, Grades 9-12 (Taken concurrently with The Graphic Novel)

This course will engage students in the exploration of social and cultural themes developed in ancient mythologies, modern mythologies, science fiction, fantasy, and legends, and how these stories relate to our lives today. The aims of the course will include enjoying the reading, learning about each work, studying the diverse forms these genres have recently taken, and understanding the reasons fantasy and science fiction are currently so popular. The curriculum will include short stories, novels, essays, and poems by such authors as Homer, Isaac Asimov, Ray Bradbury, Ursula Le Guin, George Orwell, J. R. R. Tolkien, J.K. Rowling, and others.

The Graphic Novel

Credits 2.50, Grades 9-12 (Taken concurrently with Myth, Fantasy and Science Fiction)

The course combines literary and historical approaches to investigate one of the most rapidly growing and increasingly influential forms of literature: the graphic novel. This course is designed to examine the evolution, subject matter, form and future of the graphic novel genre. It will include a historical overview of the form's development across the 20th century. The focus will be on how artists create stories and characters that matter in this genre and how to interpret and contextualize such works. Students will study

how the graphic novel has been adapted to film through reading and discussion. Several primary texts include *Watchmen*, *Persepolis*, *Maus*, *Batman: Arkham Asylum*, and the *Walking Dead*.

Movies and Literature

Credits 5.00, Grades 10-12

Motion pictures, much like novels, can be read and understood as reflections of the geographic, economic, and social environments that produce them. In the Movies and Literature course, students will look at landmark films and consider how movies connect with other arts, social and political currents, and how film itself forms a distinct medium of expression. An emphasis in this course will be placed on journal keeping, active critical viewing, analytic writing, and seminar discussion. Units will explore the novel, the short story, poems, essays, and film while examining the issues and elements pertaining to the genres and examining the role of director as author. This course investigates the similarities and differences between film, art, traditional literary forms, and literature in film.

Female Voices in Literature

Credits 5.00, Grades 11-12

Female Voices in Literature is a course for students who are interested in the exploration of prominent and famous female characters and authors in literature. Students will approach the course as a genre study focusing on poetry, short stories, essays, and novels written by some of the most prolific female authors to date. Through these pieces, students will discuss and identify the way ethnicity, era, politics and society impact the author's words and feelings. Students will be given the opportunity to read and analyze literature that is not from the traditional male-dominated perspective. Students will analyze the way socio-economics, sexual identity, race, and culture impact the work of each author. Students taking Female Voices will complete the course with knowledge of how society and gender inform a writer's purpose and gain an understanding of the historical context of each piece. Students will identify and discuss the way each piece was received by contemporaries versus how the work is viewed now. The range of authors will include, but not be limited to: Zora Neale Hurston, Maya Angelou, Georgia O'Keefe, Emily Dickinson, Jhumpa Lahiri, Alice Walker, Amy Tan, and Gloria Steinem.

Yearbook Production I

Credits 5.00, Grades 9-12

Students in Yearbook Production I create Fort Lee High School's yearbook, *Pioneer*. They learn all the aspects of yearbook design and production. These aspects include, but are not limited to: publication design, photojournalism, journalistic writing, organization skills, ad sales, and teamwork. Students in this class are responsible for the creation and production of a certain number of assigned page layouts. Page layout assignments include: collecting and taking photographs at school activities, club meetings, and athletic events, conducting interviews, writing captions and stories, organizing the information into well-designed page layouts, meeting deadlines, and editing the pages for spelling errors and misinformation. The overall class goal is to yield high-quality yearbook pages. Students learn skills in desktop publishing on Josten's yearbook program online. Leadership opportunities are available. Class work time may be required outside of the regular class period. The yearbook operates on a strict publishing deadline schedule to ensure the yearbook is distributed each June. Students in this course are encouraged to be part of the Pioneer Club and will be required to attend after school meeting as much as possible to meet the six publisher-set deadlines.

Yearbook Production II

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Yearbook Production I

Yearbook Production II is a continuation of Yearbook Production I. Students will be creating a new and different version of Fort Lee High School's yearbook, *Pioneer*. They will continue to apply skills learned in Yearbook Production I which include, but are not limited to: publication design, photojournalism, journalistic writing, organization skills, ad sales, and teamwork. Students in this class are responsible for the creation and production of a certain number of assigned page layouts. Page layout assignments include: collecting and taking photographs at school activities, club meetings, and athletic events, conducting interviews, writing captions and stories, organizing the information into well-designed page layouts, meeting deadlines, and editing the pages for spelling errors and misinformation. The overall class goal is to yield high-quality yearbook pages. Students learn skills in desktop publishing on Josten's yearbook program online. Leadership opportunities are available. Class work time may be required outside of the regular class period. The yearbook operates on a strict publishing deadline schedule to ensure the yearbook is distributed each June. Students in this course are encouraged to be part of the Pioneer Club and will be required to attend after school meetings as much as possible to meet the six publisher-set deadlines.

Language Arts Literacy

Credits: 5.00, Grades 9-12

This course is designed specifically for ELL students to further develop their understanding of English and prepare them for standardized tests, such as PARCC. Students learn to write expository and argumentative essays as a process that proceeds from pre-writing to draft, revision, and final copy. They use assignment-specific rubrics to guide them towards unified and coherent compositions. The intensive study of vocabulary, and grammar ensure that students learn to write standard English. Novels, short stories, current event articles, and PARCC-like passages/excerpts highlight the reading portion. Students are expected to identify such components as main ideas, supporting details, context clues, and literary devices.

SOCIAL STUDIES

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
College Prep	* US History I	* US History II	* World History	*Electives listed below
Honors	* US History I Honors	* US History II Honors	* World History Honors	*Electives listed below
IB & AP	* US History I Honors	*AP US History	*IB World History HL I	* IB World History HL II

		* FLHS Pre-IB/AP Economics		
Electives			* Sociology * AP US Government and Politics *Psychology Honors * IB Theory of Knowledge * Facing History & Ourselves * FLHS Pre IB/AP Economics	* Sociology * AP US Government and Politics *Psychology Honors * IB Theory of Knowledge * Facing History & Ourselves * FLHS Pre IB/AP Economics

United States History I

Credits 5.00, Grade 9

This course examines the American experience from the beginnings of the New World through the 1920's. Emphasis is placed on the social, political, economic, and geographic forces which have shaped the multi-faceted growth of the United States. The ultimate goal of this course, is for students to develop the ability to apply their insights into the past to their understanding of, and involvement in, present and future issues of national concern.

United States History I Honors

Credits 5.00, Grade 9

Prerequisite: Students must meet Honors entry criteria

The Honors course in United States History I parallels the content of the United States History I course. However, due to the extra reading assignments, analytical essay writing, and research papers, a student should read with facility and be capable of working with a minimum amount of supervision.

United States History II

Credits 5.00, Grade 10

Prerequisite: US History I

United States History II, a full year course, offered following the completion of United States History I, examines the development of the United States from the Great Depression to the present. Major areas of

study include social legislation, 20th Century Wars, the New Deal, United States foreign policy, United States domestic policy, and trends of the 21st Century.

United States History II Honors

Credits 5.00, Grades 10-12

Prerequisite: Students must meet Honors entry criteria

The content of the Honors course in United States History II parallels the content of the United States History II course. Since the process of inquiry, investigation, and study are always stressed rather than just the acquisition of predetermined factual information, instruction in the use of critical analysis and its applicability to social, economic, political, and geographic questions, both past and present, is of equal importance to content. At the honors level students will be required to demonstrate a greater proficiency in creating written and oral arguments as well as conducting and completing independent research projects that incorporate primary and secondary source documents.

Advanced Placement (AP) US History

Credits 5.00, Grades 10-12

Prerequisite: Students must meet AP entry criteria

AP United States History is the equivalent of a college-level introductory course in United States History. This course deals with the period from the Post-Reconstruction Era through to the present. This course parallels United States History II. Students will be expected to make use of the content learned in United States I, both in class and in preparation for the AP Exam in the spring. Due to the extra reading assignments, monthly papers, and the intensity of student centered class discussions, a student should read with facility and be capable of working with a minimum amount of supervision.

World History

Credits 5.00, Grade 11

World History focuses on the evolution of modern political, economic, and social institutions throughout the world. Major emphasis is placed on the development of new political forms such as mass democracy and totalitarianism and the competing economic systems of capitalism, socialism, and communism. In addition, the processes of imperialism and decolonization will be explored in the context of the Industrial Revolution and the two World Wars.

World History Honors

Credits 5.00, Grade 11

Prerequisite: Students must meet Honors entry criteria

World History Honors focuses on the same content as the World History course. At the honors level, students will be required to demonstrate greater proficiency in creating written and oral arguments as well as conducting and completing independent research projects that incorporate primary and secondary sources.

Advanced Placement (AP) World History

Credits 5.00 Grades 11-12

Prerequisite: Students must meet AP entry criteria

AP World History is the equivalent of a college-level introductory world history course. The content of the course includes all of human history from the Neolithic Revolution to the present, emphasizing global processes and interactions. Human societies are studied at the macro-level, focusing not on detailed information regarding specific rulers and regimes but rather on events and processes of global significance. Topics covered include the shared organizational characteristics of ancient civilizations, divergent approaches to imperial administration in the classical world, the origin and transmission of religious ideas and technological developments, and the shifting landscape of trade and commercial networks. Students will be prepared for the AP examination in the spring

IB World History HL I

Credits 5.00 Grade 11

GPA Weight: AP

Prerequisite: Students must meet IB/AP entry criteria

IB History HL I is the first year of the two year IB History sequence. IB History emphasizes the understanding of not only content but also how the discipline works. In other words, history in the IB program is an exploratory subject that poses questions without providing definitive answers. Primary sources and the arguments of historians are critically evaluated in both analytical essays and class discussions. In the first year of the course, the content parallels the AP World History curriculum and prepares students to take the AP examination in the spring. Students who are not IB Diploma candidates and do not wish to continue into the second year of the course are not required to do so.

IB World History HL II

Credits 5.00, Grade 12

GPA Weight: AP

Prerequisite: Students must meet IB/AP entry criteria

IB History HL II is the second year of the IB History sequence. The second year of the course is a comparative exploration of the development of modern political and economic institutions in Europe and Asia. Special attention is placed on the divergent reactions of China and Japan to Western expansion tracing the rise and fall of the Qing and Tokugawa regimes as well as the evolution of the People's Republic of China and Meiji Japan. In preparation for the IB examinations in the spring, students will write analytical essays incorporating specific historical evidence while challenging existing historical interpretations. Finally, the analysis of the value and limitations of primary sources will be a major focus of study.

FLHS Pre IB/AP Economics

Credits 5.00, Grade 10-12

Prerequisite: Students must meet Honors entry criteria

FLHS Pre IB/AP Economics is a fast paced college-level course that focuses on the decision making of individuals, businesses and government. Students will study a variety of economic theories and analyze their practical application in the real world. Extensive math skills are not required; however, the ability to analyze graphs and charts is essential. This yearlong course covers both micro and macroeconomics. Microeconomics focuses on the behavior of individuals and firms - the supply and demand for products and labor, profit maximization and market structure, and market failure. Macroeconomics focuses on the economy as a whole, both domestically and internationally. It introduces students to measures of economic health, fiscal policy, monetary policy, and international economics. Students are expected to take two separate AP exams in May - one for Microeconomics and the other for Macroeconomics.

The course will also analyze topics that are part of the IB Economics curriculum, specifically International Economics and Economic Development. The former will explore the international movement of labor, capital, investment and currency, while the latter analyzes challenges faced by underdeveloped and developing countries domestically and within a global context.

Sociology

Credits 5.00, Grades 11-12

Sociology is a full year survey course that provides students with the opportunity to understand human behavior and sociological research methods. Through study and self-reflection students will gain a better understanding of collective human behavior and interaction.

Advanced Placement (AP) U.S. Government and Politics

Credits 5.00, Grades 11-12

Prerequisite: Students must meet AP entry criteria

The purpose of the Advanced Placement course in U.S. Government and Politics is to examine the institutions, participants and processes that characterize political activity in this country. The contemporary nature and function of the American political system will be stressed. Additionally students will be prepared for the AP exam in the spring. By the completion of the course it is hoped that students will have an interest in public issues, appreciate their responsibilities to the political system and internalize a healthy set of political values which will help shape their role as future citizens.

Psychology Honors

Credits 5.00, Grades 11-12

Prerequisite: Students must meet Honor entry criteria

Psychology Honors is a challenging course that closely follows material presented in an introductory psychology college course. The topics covered include research methods, biological bases of behavior, personality, child and adolescent development, social psychology, sensation and perception, cognition, learning and abnormal psychology.

IB Theory of Knowledge HL

Credits 3.00 or 5.00, Grades 11-12

GPA Weight: AP

Prerequisite: Students must meet AP entry criteria

The Theory of Knowledge course is the central element of the IB Diploma Program. It encourages critical thinking about the nature of knowledge and helps students assess the knowledge claims they encounter in their classes and their lives. Its core content includes questions like: What counts as knowledge? How does it grow? What are its limits? Are there objective standards in art? Is mathematics discovered or invented? How reliable are our senses at representing the external world? Can there be a science of ethics? Do humans have free will? Success in the course requires extensive reading of often difficult texts, the writing of many analytical essays, and participation in classroom debates and presentations.

Facing History & Ourselves

Credits 5.00, Grades 11-12

This course is based on the belief that education in a democracy must be what Alexis de Tocqueville called “an apprenticeship in liberty”. Facing History seeks to help students find meaning in the past and recognize the need for participation and responsible decision making. Facing History will engage students in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of collective violence, students will make the essential connection between history and the moral choices they confront in their own lives. This course also seeks to help students develop practical models for civic engagement that are linked to the study of movements for human rights, such as the African-American Civil Rights Movement.

MATHEMATICS

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
College Prep A	* Algebra I A *Geometry I A	* Geometry A *Algebra II A	* Algebra II A *Practical Math *Introduction to Pre-Calculus	* Algebra II A *Practical Math *Introduction to Pre-Calculus *Finite Math *Pre-Calculus
College Prep	* Geometry	* Algebra II	* Pre-Calculus *Finite Math *Statistics & Probability	*Calculus *Finite Math *Statistics & Probability
Honors	* Geometry Honors *Algebra II Honors	*Algebra II Honors *Pre-Calculus Honors/IB Math SL I *IB Math HL I	* Calculus Honors *Pre-Calculus Honors/IB Math SL I *IB Math HL I *IB Math SL II *AP Calculus BC/IB Math	* Calculus Honors *IB Math SL II *AP Calculus BC/IB Math HL II *AP Calculus AB

			HL II *AP Calculus AB	
IB	*Geometry *Geometry Honors *Algebra II *Algebra II Honors	*Algebra II *Algebra II Honors *Pre-Calculus Honors/IB Math SL I *IB Math HL I	*Pre-Calculus Honors/IB Math SL I *IB Math HL I *IB Math SL II *IB Math HL II	*IB Math SL II *AP Calculus BC/IB Math HL II
Electives	*Computer Programming *Math Strategies *Career & Academic Preparation I	*Computer Programming *C++ Computer Programming Honors *Math Strategies *Career & Academic Preparation II	*Computer Programming *C++ Computer Programming Honors *AP Computer Science A *AP Computer Science Principles *Math Strategies *Career & Academic Preparation II	*Computer Programming *C++ Computer Programming Honors *AP Computer Science A *AP Computer Science Principles *Math Strategies *Career & Academic Preparation II

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

Algebra I and Algebra I A

Credits: 5.00, Grades 9-11

Students will develop their number sense and will perform standard numerical operations, including estimations with real numbers. They will represent and analyze linear and non-linear relationships among variable quantities and solve problems involving patterns, functions, and other algebraic concepts. They will develop the mathematical process skills of communication, making connections, reasoning, developing representations, and using available technologies to solve problems. Data analysis and probability are also integrated into this course.

*Students will be placed in Algebra or Algebra A based on teacher recommendation and past performance. Course descriptions are identical. Differing factors include time on task, depth of understanding and amount of time spent in review of prerequisite skills.

Geometry and Geometry A

Credits: 5.00, Grades 10-11

Prerequisite: Successful completion of Algebra I

Euclidean geometry is used as a model to develop an understanding of logical methods of thinking and deductive reasoning. Concepts of spatial and coordinate geometry are reinforced. The course also

focuses on a study of lines, triangles, quadrilaterals and other polygons, similarity, right triangle trigonometry, circles, surface areas, and volumes.

*Students will be placed in Geometry or Geometry A based on teacher recommendation and past performance. Course descriptions are identical. Differing factors include time on task, depth of understanding and amount of time spent in review of prerequisite skills.

Geometry Honors

Credits: 5.00, Grades 9-10

Prerequisite: Successful completion of Algebra I and meets Honors entry criteria

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

Algebra II and Algebra II A

Credits: 5.00, Grades 10-11

Prerequisite: Successful completion of Algebra I and Geometry

Drawing from skills developed in Algebra I and geometry, students will deepen their understanding of various functions and their graphs and expand their ability to make connections between mathematical concepts. New topics such as matrices, probability and statistics, conic sections, sequences and series, and trigonometry are also introduced or reinforced with an emphasis on relationships to real-life situations.

*Students will be placed in Algebra II or Algebra II A based on teacher recommendation and past performance. Course descriptions are identical. Differing factors include time on task, depth of understanding and amount of time spent in review of prerequisite skills.

Algebra II Honors

Credits: 5.00, Grades 9-11

Prerequisite: Successful completion of Algebra I and Geometry and meets Honors entry criteria

Drawing from skills developed in Algebra I and Geometry, students will deepen their understanding of various functions and their graphs and expand their ability to make connections between mathematical concepts. New topics such as probability and statistics, conic sections, sequences and series, and trigonometry are also introduced or reinforced with an emphasis on relationships with real-life situations. Students are also introduced to topics in Pre-Calculus.

Finite Math

Credits: 5.00, Grades 11-12

Prerequisite: Successful completion of Algebra II

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

Practical Math and Financial Literacy

Credits: 5.00, Grades 11-12

Prerequisite: Successful completion of Algebra I and Geometry

This course will provide students with strategies to strengthen and reinforce the skills necessary for success in college math courses, future careers, and/or managing household budgets and personal finances. Topical strands address money management; credit and debt management; planning, saving and investing; becoming a critical consumer; risk management and insurance; and civic financial responsibility.

Statistics and Probability

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Algebra I, Geometry and Algebra II

Students in Statistics and Probability will be introduced to the basics of data analysis. The scope of the course will include the identification of samples and sampling techniques, analysis of data using a variety of statistical tests and measures, different graphical representations of data and distributions, and the application of probabilities as a predictive tool. Throughout the year, students will participate in several projects in which studies are carried out and sound statistical analysis is applied.

Introduction to Pre-Calculus

Credits: 5.00, Grades 11-12

Prerequisite: Successful completion of Algebra IIA or Algebra II

Introduction to Pre-calculus is designed to prepare students who have completed Algebra 2 for success in pre-calculus and more advanced courses. The curriculum is designed to strengthen students understanding of advanced algebra topics including but not limited to polynomial functions, periodic functions, trigonometric equations and identities, quadratic relations, and conic sections.

Pre-Calculus

Credits: 5.00, Grades 11-12

Prerequisite: Successful completion of Algebra II

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

Pre-Calculus Honors / IB Math SL I

Credits: 5.00, Grades 9-12

Prerequisite: Successful completion of Algebra II and meets Honors entry criteria

This is an advanced mathematics course designed to prepare students for IB Math SL II and AP Calculus AB. In addition to the topics listed above in regular Pre-Calculus, students will develop proficiency working with high degree polynomials, reciprocal and rational functions, logarithmic and exponential functions and their properties, logistical functions, graphic and analytic, trigonometry, vectors, parametric equations, probability and statistics, discrete mathematics, matrices and introductory concepts of limits, and polar equations, discrete mathematics, limits, and continuity. This course is strongly recommended for students that plan to take the AP Calculus AB and or the IB Math SL exam during the following school year.

IB Math SL II

Credits 5.00, Grades 11-12

GPA Weight: Honors

Prerequisite: Successful completion of Algebra II

This course caters to students who have a mastery of advanced math topics including proficiency working with polynomials with a degree higher than 2, reciprocal and rational functions, logarithmic and exponential functions, logistics functions, graphic and analytic trigonometry, vectors, parametric equations, probability and statistics, discrete mathematics and limits. The course is designed for students who will likely need a sound mathematical background to support their future studies in subjects such as biology, chemistry, business administration, etc. This course requires students to continue developing an understanding of a wide range of math topics while applying these strategies to authentic scenarios. The internally assessed component, the Math Exploration, offers students a framework for developing real-life application and connections in their learning by using mathematical investigation modeling.

Calculus

Credits: 5.00, Grades 11-12

Prerequisite: Successful completion of Pre-Calculus or Pre-Calculus Honors/IB Math SL I

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

Calculus Honors

Credits: 5.00, Grades 11-12

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

This course is meant for students who want to challenge themselves with a fourth year of higher level mathematics, and who may take a calculus course in college. Topics of study will include limits, continuity, derivatives, the calculus of transcendental functions (exponential, logarithmic and trigonometric), and some integration including 3D volume calculation. This course is not intended to be equivalent to one of the AP Calculus courses, as it will not provide the same level of preparation for the AP exams.

Advanced Placement (AP) Calculus-AB

Credits: 5.00, Grades 11-12

Prerequisite: Must meet the AP entry criteria, suggested completion of Pre-Calculus Honors/IB Math SL I

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

IB Math HL I

Credits: 5.00, Grades 10-12

GPA Weight: AP

Prerequisite: Successful completion of Algebra 2 Honors and meets the AP entry criteria

This is an advanced mathematics course designed to prepare students for IB Math HL II and AP Calculus BC. In addition to the topics listed in Pre-Calculus Honors AB/IB Math SL 1, students will proficiently work with advanced graphic and analytic trigonometry, 3D vectors, vector products, mathematical induction, parametric equations, polar coordinates, polar form of complex numbers, DeMoivre's theorem, discrete mathematics including Normal and Poisson distributions, mathematical induction, formal concepts of limits, derivatives and differentiation techniques. This course is strongly recommended for students that plan on taking the AP Calculus BC and/or IB Math HL exam in the following school year.

AP Calculus BC/IB Math HL II

Credits: 5.00, Grades 11-12

GPA Weight: AP

Prerequisite: Students must meet the AP /IB entry criteria and suggested completion of Pre-Calc Honors or IB Math SL/HL first year. Students who are taking this course as the second year of IB Math HL must complete IB Math SL/HL first year.

This course is for students with strong mathematical skills who want to experience a comprehensive and rigorous course equivalent to two semesters' worth of college-level calculus.

Using their competency in prerequisite courses, students will apply their skills to model the dynamic nature of the real world. Building from the concept of limits, students will examine average/instantaneous velocity of moving objects, optimization, and related rate, distance traveled, area and volume of irregular objects. In addition to the topics of AP Calculus AB and IB Math SL II, topics covered in this course will include differential/integral calculus treatment for parametric, polar functions and vector, improper integrals, polynomial approximations, infinite series, differential equations and additional techniques in differential calculus. Students are expected to be able to work with various topics graphically, numerically, analytically, and verbally, and should understand the connections between these representations. All students in this class participate both AP calculus BC and IB Math HL exam at the end of the school year and will prepare and submit their work for IB Internal assessment for math – Math Exploration.

MATH ELECTIVES

Math Strategies

Credits: 5.00, Grades 9-12

Math Strategies is a pass/fail companion course, taken with a student's core mathematics class which enriches their understanding of fundamental math concepts. The students will learn both study skills as well as mathematics. Study skill topics include organization, note taking and summarizing, test preparation and information retention. In addition each student will receive assistance with their current level of mathematics as well as remedial instruction and skill building for previously learned topics. This course will reinforce basic skills and continue to build the foundational math knowledge of the student.

Career & Academic Preparation I

Credits 5.00, Grades 9

Career & Academic Preparation I is a pass/fail course designed to focus on the development and implementation of the fundamental skills necessary for both career and academic success. Guided instruction, the use of technology, class discussions, practice and skill implementation, and one-to-one conferences will provide a platform for students to develop the skills necessary to work independently and efficiently to meet their academic goals. Areas of focus include organization, communication, self-advocacy, time management, test-taking, problem solving, listening and writing skills, and timely completion of assignments.

Career & Academic Preparation II

Credits 5.00, Grades 10-12

Career & Academic Preparation II is a pass/fail course designed to focus on the development and implementation of the fundamental skills necessary for both career and academic success. Guided instruction, the use of technology, class discussions, practice and skill implementation, and one-to-one conferences will provide a platform for students to develop the skills necessary to work independently and efficiently to meet their academic goals. Areas of focus include organization, communication, self-advocacy, time management, test-taking, problem solving, listening and writing skills, and timely completion of assignments.

Computer Programming

Credits: 5.00, Grades 9-12

Computer Programming is a course for students who are interested in learning how a computer works and how to create programs using Microsoft Visual Basic. The course provides an excellent foundation in fundamental programming concepts and enhances students' problem solving skills. Students build on the concepts of sequence, decision, and repetition to create structured programs. They also learn how to create computer graphics, animations and sounds. The practical and "hands on" approach used in the class allows students to further develop and enhance their problem solving skills. For the final project, students conceive, design and code their own program. At this stage, students have mastered enough programming skills to create a video game, which is what many of them choose for their final project. This course may be taken for college credit.

C++ Programming Honors

Credits: 5.00, Grades 10-12

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

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

AP Computer Science A

Credits: 5.00, Grades 10-12

Prerequisite: Students must meet the AP entry criteria

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Compute Science A course curriculum is compatible with many CS1 courses in colleges and universities.

AP Computer Science Principles

Credits: 5.00, Grades 10-12

Prerequisite: Students must meet the AP entry criteria, successfully completed Computer Programming and C++ Honors and interview with the teacher.

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. A digital portfolio will be developed, consisting of a program written in a selected programming language of choice and a multimedia document highlighting an impact of technology. This course is designed to offer a rigorous and rich curriculum that aims to broaden participation in computer science. The course is offered as an independent study.

SCIENCE

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
College Prep	* Environmental Science	* Biology	* Chemistry A * Chemistry	* Physics *Chemistry
Honors	* Biology Honors	* Biology Honors * Chemistry Honors	* Chemistry Honors * Physics Honors	* Physics Honors
AP/IB	* Biology * Biology Honors * Honors Level Preferred	* Biology Honors * Chemistry Honors	* IB Physics * AP Chemistry * AP Biology *AP Physics	* IB Physics *IB Physics HL II * AP Chemistry *AP Biology *AP Physics
Electives		* Science Research Honors * Robotics	* Science Research Honors * Human Anatomy & Physiology * Forensic Science * Robotics	* Science Research Honors * Human Anatomy & Physiology * Forensic Science * Robotics

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

Science electives include Science Research Honors (3 full years), Human Anatomy and Physiology, Botany and Floral Design, Forensic Science and Robotics.

Environmental Science

Credits 5.00, Grades 9-12

Environmental Science builds upon students' knowledge from middle school, pertaining to Earth science, life science and physical science, by examining how the different spheres of the Earth interact (e.g. the biosphere, hydrosphere, anthrosphere, atmosphere and lithosphere). Students will investigate the principles of ecology and the role of organisms in the matter and energy cycles of the Earth. The primary focus of the course will be studying the impact of humans on the natural world and how our actions with respect to energy and resource consumption, pollution, and biodiversity loss impact both developed and developing countries. Students will analyze environmental problems and the benefits/drawbacks of proposed solutions. By the end of this course, students will understand the ramifications of the major environmental challenges that we face in the 21st Century, as well as the role we play as individuals in addressing those challenges. Students will be called upon to become more thoughtful consumers, independent thinkers, and responsible global citizens.

Biology

Credits 6.00, Grades 9-10

The Biology course helps students develop a conceptual framework for modern biology and gain an appreciation of science as a process. Students will learn the art of the scientific process while investigating topics that include atomic and organic chemistry, ecology, cell structure and function, genetics, evolution, and classification. Emphasis is placed on the structure and function of organisms, inter-relationships between living things, and their interaction with the environment. Biology is a laboratory-based science offering a cooperative learning environment.

Biology Honors

Credits 6.00, Grades 9-10

Prerequisite: Student must meet Honors entry criteria

The Honors Biology course prepares students to understand their natural environment as well as current scientific issues affecting the world and their lives. Students will learn the art of the scientific process while investigating topics that include atomic and organic chemistry, ecology, cell structure and function, genetics, evolution, and classification. With a focus on molecular biology, this course will be the foundation for future college level study. Honors Biology is a laboratory-based science offering a cooperative learning environment.

Chemistry and Chemistry A

Chemistry Credits 6.00, Chemistry A Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Biology and Algebra I

The Chemistry course challenges students to develop an understanding of the structure and composition of matter and the changes it undergoes. Students will explore the principles of chemistry through critical thinking, lab experience, and problem-solving while investigating topics that include atomic theory, matter, chemical reactions, energy changes, stoichiometry, chemical composition, and properties of compounds. Chemistry is a laboratory-based science offering a cooperative learning environment.

*Students will be placed in Chemistry or Chemistry A based on teacher recommendation and past performance. Course descriptions are identical. Differing factors include time-on task, depth of understanding, and amount of time spent in review of prerequisite skills.

Chemistry Honors

Credits 6.00, Grades 10-11

Prerequisite: Student must successfully complete Biology and Algebra I and meet Honors entry criteria

The Chemistry Honors course gives students the opportunity to develop an understanding of the structure and composition of matter and the changes it undergoes. Students will explore the principles of chemistry through critical thinking, lab experience, and problem-solving while investigating topics that include atomic theory, chemical composition, properties of compounds, chemical reactions, stoichiometry, energy changes, intermolecular forces, gases, chemical equilibrium, and acids and bases. Chemistry Honors is a laboratory-based science offering a cooperative learning environment. This course is similar in content to the regular Chemistry course listed above, but the pace is quicker and there are higher level applications and a greater emphasis on the mathematics associated with the subject.

Physics

Credits 6.00, Grades 11-12

Prerequisite: Successful completion of Chemistry and Algebra 2

Physics is designed to give students a broad based understanding of the laws that govern the universe around them. Students will be exposed to real world problems and be actively involved in experimentation relating to kinematics, dynamics, circular motion, energy electrostatics, waves and optics as they relate to everyday processes, technology, and the behavior of the geosphere and solar system. Students also study higher level algebra, trigonometry and scientific reasoning. Laboratory experiments are an essential part of the course and computer-interfaced data collection equipment is utilized.

Physics Honors

Credits 6.00, Grades 11-12

Prerequisites: Student must successfully complete Chemistry and Algebra II and Honors entry criteria

Physics Honors is designed to give students a broad based understanding of the laws that govern the universe. Students will be exposed to real world problems and be actively involved in experimentation

relating to kinematics, dynamics, circular motion, energy electrostatics, waves and optics as they relate to everyday processes, technology, and the behavior of the geosphere and solar system. Students will be exposed to higher level algebra, trigonometry and scientific reasoning. Laboratory experiments are an essential part of the course and computer-interfaced data collection equipment is utilized. This course is similar in content to the regular physics course listed above, but there are higher level applications and a greater emphasis on the mathematics associated with the subject.

SCIENCE ELECTIVES

Science Research Honors

Credits 5.00, Grades 10-12

Prerequisite: Students must meet the following criteria of an overall GPA of 3.9 or higher, an average of at least A- in honors level Mathematics and Science courses, a recommendation from a science teacher, and completion of the application process.

Science Research Honors provides an opportunity for students to develop a long-term research interest and become well versed in that field of study over a three year period. Students are expected to find an internship position at a research facility. This experience provides the opportunity for students to conduct their own original research, which will be detailed in a formal research paper and presentation. These papers will be submitted to various competitions including the Siemens Competition and the Intel Science Search Competition. Students must be prepared to make a 3 year commitment to the program.

Robotics

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Geometry

The robotics curriculum challenges 10th, 11th, and 12th grade students to use science, engineering, technology, math, and writing skills to design, build, and program robots in a hands-on project based setting. This course provides students the opportunity to test their critical thinking, decision making, computing, and collaborative skills in a fast moving, energetic, and creative environment. Students learn how to program their robots using the Interactive C programming language. Students will have the opportunity to compete with their peers with the hope of representing Fort Lee High School in the Regional Botball Competition. The STEM skills developed in this robotics course will serve students well in the technology based world we live in.

Human Anatomy & Physiology

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Biology

Human Anatomy and Physiology is designed for the student who plans on pursuing a career in the medical, dental, health, veterinary, exercise, pharmacological, or biological sciences. The major topics covered include the skeletal system, the muscular system, the integumentary system, the cardiovascular system, the gastrointestinal system, the nervous system, the endocrine system and the special senses. After completing this course, students will have a more thorough understanding of the individual components of each body system and the mechanism by which body systems operate alone and interdependently with the other systems.

Advanced Placement (AP) Biology

Credits 7.00, Grades 11-12

Prerequisite: Successful completion of Biology and Chemistry and meet AP entry criteria

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

Advanced Placement (AP) Chemistry

Credits 7.00, Grades 11-12

Prerequisite: Successful completion of Biology and Chemistry as well as meet AP entry criteria

This course is designed to be equivalent to a college-level general chemistry course. Topics of study include a review of scientific measurement and computation, atomic structure and periodicity, chemical bonding, reactions and stoichiometry, intermolecular forces, thermochemistry, equilibrium, states of matter, gas laws, solutions, chemical kinetics, acids and bases, and electrochemistry. Laboratory work includes experiments of an analytical nature.

Advanced Placement (AP) Physics

Credits 7.00, Grades 11-12

Prerequisite: Successful completion of Physics as well as meet AP entry criteria

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

IB Physics

Credits 7.00, Grades 11-12

GPA Weight: Honors

Prerequisite: Successful completion of Biology as well as meet Honors entry criteria

The IB Physics course helps students develop practical skills and techniques while expanding their knowledge of physics concepts. The course also provides students the opportunity to enhance mathematical, interpersonal, and communication technology skills, which are essential in the modern world. Topics to be studied include mechanics, thermal physics, waves, electric currents, fields and forces, atomic and nuclear physics, as well as energy, power, and climate change. There is a laboratory component to this course. At the end of this course students may opt to take the IB Physics SL exam or pursue IB Physics HL II in the following school year.

IB Physics HL II

Credits 7.00, Grades 11-12

GPA Weight: AP

Prerequisite: Successful completion of IB Physics as well as meet AP entry criteria

The IB Physics HL course enables students to develop practical scientific skills and techniques while expanding on their knowledge of physics concepts. Students will collaborate to design and carry out investigations where they collect and analyze data and evaluate and communicate their findings. Students will enhance their mathematical, interpersonal, and technological skills which are essential in the modern world. Primary topics studied in this course include mechanics, thermal physics, waves, electricity & magnetism, circular motion & gravitation, atomic, nuclear & particle physics, and energy production. Additional topics may include wave phenomena, fields, electromagnetic induction, quantum physics, engineering physics, relativity, imaging, and astrophysics. There is a laboratory component to this class.

Forensic Science

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Biology, Chemistry (may be taken concurrently)

This elective course focuses on various aspects of forensic science and modern criminal investigation analysis. Forensic Science incorporates many different subject areas such as: Biology, Chemistry, Earth Science, Physics, Psychology, and Mathematics. The topics covered in Forensic Science will include but are not limited to the following: crime scene processing, fingerprint identification, hair and fiber classification, handwriting analysis, serology, DNA fingerprinting, identification of human remains, ballistics, toxicology, and drugs.

Botany & Floral Design

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Chemistry A, Biology

This course presents the fundamental principles of horticulture with a focus on ornamental horticulture and career exploration. Topics include the study of plant form, function, and reproduction, with an overview of plant diversity. Students will demonstrate teamwork skills to coordinate diverse multidisciplinary projects. Floral design, landscape design and greenhouse and nursery production are introduced and explored through supervised interactive learning experiences. Use of the school grounds, greenhouse, and classroom activities will allow students genuine hands-on learning experiences.

BUSINESS DEPARTMENT

GRADE 9	GRADE 10	GRADE 11	GRADE 12
* Principles of Personal Finance & Entrepreneurship	* Principles of Personal Finance & Entrepreneurship * Principles of Personal Finance * Accounting I	* Principles of Personal Finance & Entrepreneurship * Principles of Personal Finance **Accounting I *Accounting II Honors * Topics in Computers & Technology Honors * Athletic Coaching ** College Credit Available	* Principles of Personal Finance & Entrepreneurship * Principles of Personal Finance **Accounting I *Accounting II Honors * Topics in Computers & Technology Honors * Athletic Coaching * Marketing Education/Cooperative Work *Sports & Entertainment Mgt.

Accounting I

Credits 5.00, Grades 10-12

Prerequisite: Introduction to Business/Entrepreneurship and Principles of Personal Finance, Financial Services, and/or Business in a Global Economy is suggested but not required

Accounting I trains the student for the formal keeping of business records and the preparation of business reports and financial statements. It is the introductory basis for the occupations of bookkeeper and accountant and includes the complete accounting cycle with hands on application in Excel and PowerPoint. It is a valuable preparation for later college accounting courses and a necessary asset in most business positions. College credit through Syracuse University/SUPA is available.

Accounting II Honors

Credits 5.00, Grades 11-12

Prerequisite: Successful Completion of Accounting I

Accounting II Honors provides the capable student with further skills in applying the principles learned in Accounting 1 and will incorporate advanced computer applications. It provides a strong foundation for those contemplating college degrees in accounting. The second semester will concentrate on analytical and interpretive accounting. College credit is available.

Principles of Personal Finance & Entrepreneurship

Credits 5.00, Grade 9-12

This course covers fundamental principles of finance with a focus on business and entrepreneurship. Students will learn what is necessary to start and run different types of businesses including producers, services, and intermediaries. Students will also learn about the scope and nature of careers in fields including insurance, real estate, marketing, securities, finance and accounting. Students will explore different banking and investing strategies. An emphasis will be put on developing the skills necessary to work effectively in a team in the 21st century workplace including discussion on ethical practices. Leadership skills will be developed through authentic experiences in the classroom. This course fulfills the state requirement for financial literacy through instruction on becoming a critical consumer, money management, credit and debt management, insurance and risk management, civic financial responsibility, planning, saving and investing.

Principles of Personal Finance

Credits 2.50, Grade 10

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

Marketing Education/Cooperative Work

Credits 5.00-15.00, Grade 12

Marketing Education/Cooperative Work will encompass learning 21st century skills in a real working environment. In order to participate in the Marketing Education Cooperative Work/Study Program class a student must be employed a minimum of fifteen hours per week in an approved business establishment. Employed students earn a total of ten to fifteen credits. The course will help transition students into the workforce or college classroom while developing resume & interviewing skills, time management skills and technology skills.

Topics in Computers and Technology Honors

Credits 5.00, Grades 12

This honors level course gives students an opportunity to choose a topic of interest for independent study. Sample topics include exploring programming paradigms or languages, advanced web design, graphics/multimedia development and A+ or Oracle certification programs. The student must develop a curriculum, including an assessment model, and have it approved by the teacher before beginning the course. Depending on the topic and student schedule, the duration of this course can be anywhere from a single marking period to a full year.

Sports & Entertainment Management

Credits 5.00, Grade 12

Hybrid Course

This course will provide students with an overview of marketing and advertising in the sports and entertainment field by using Fort Lee High School events as their “clients” and the student body and community as their “target market”. Students will also learn the impact sports marketing and advertising has economically as well as socially. Students will use what they learn to create marketing plans and goals for specific school activities and sporting events.

Offered as a hybrid course, the class will meet with an instructor two to three times a week and as a study hall the remaining days of the week. Student are expected to complete work assigned online via Google Classroom during study hall days.

Athletic Coaching

Credits 5.00, Grades 11-12

Hybrid Course

Athletic Coaching Education is a course for students interested in a career in athletics. Students will be taught the fundamentals of how to teach, motivate, and structure sporting environments. Students taking Athletic Coaching Education will complete the course with knowledge of ethics and philosophy of coaching athletics, safety and injury prevention, teaching and communication (how to be a leader), organization, and evaluation. This course will present the student with professional knowledge, sport-specific science and pedagogical skills mixed with interpersonal and intrapersonal skill sets. Networking and social skills will be emphasized and practiced throughout the course.

Other areas of the course include but are not limited to:

- Sports Finance
- Sports Nutrition
- Talent Recruitment
- Athletic Public Relations
- Facility Planning and Management

Offered as a hybrid course, the class will meet with an instructor two to three times a week and as a study hall the remaining days of the week. Student are expected to complete work assigned online via Google Classroom during study hall days.

DIGITAL MEDIA ARTS

GRADE 9	GRADE 10	GRADE 11	GRADE 12
*Digital Photography	*Digital Photography	*Digital Photography	*Digital Photography

The Digital Media Arts program is a technology-based series of Practical Arts courses. It enhances students' visual literacy, while providing them with an understanding of how technology is used to influence meaning and purpose in media artworks. It teaches students to respond to images created with media arts technology, and to create their own works.

Digital Photography

Credits 5.00, Grades 9-12

This course in Digital Photography and Photoshop CS6 provides opportunities for students to develop their "eye" and observation skills as photographers. Students' creative expression will be expanded through the use of Photoshop CS6 and the Basic Elements of Design. Students will be introduced to professional photographers and digital artists from the past and present who are involved with a variety of concepts and styles. Portfolio preparation and advanced composition techniques are an integral part of Digital Photography.

21ST CENTURY LIFE AND CAREERS OR CAREER-TECHNICAL EDUCATION

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> * Business Technology in a Global Economy * Computer Programming 	<ul style="list-style-type: none"> * Business Technology in a Global Economy * Computer Programming 	<ul style="list-style-type: none"> * Business Technology in a Global Economy * Computer Programming *Athletic Coaching 	<ul style="list-style-type: none"> * Business Technology in a Global Economy * Computer Programming *Athletic Coaching * Sports and Entertainment Mgt.

Business Technology for a Global Economy

Credits: 5.00, Grades 9-12

This course is designed to explore the nature of business in an international economy and to study related careers in fields such as entrepreneurship, financial services, information technology, marketing, office systems technology, and public relations promotion. Emphasis is on using computer technology and multimedia while studying and developing 21st century skills. Simulations, projects and teamwork provide opportunities for application. This course contributes to the development of a career development plan.

Computer Programming

Credits: 5.00, Grades 9-12

Computer Programming is a course for students who are interested in learning how a computer works and how to create programs using Microsoft Visual Basic. The course provides an excellent foundation in fundamental programming concepts and enhances students' problem solving skills. Students build on the concepts of sequence, decision and repetition to create structured programs. They also learn how to create computer graphics, animations and sounds. The practical and "hands on" approach used in the class allows students to further develop and enhance their problem solving skills. For the final project, students conceive, design and code their own program. At this stage, students have mastered enough programming skills to create a video game, which is what many of them choose for their final project. This course may be taken for college credit.

Graphic Design

Credits 5.00, Grades 9-12

Graphic Design will introduce students to the art and skill of combining text and pictures in advertisements, magazines, or books. Students will explore how graphic design is used in different industries as well as research college and career opportunities in the field. Students who complete this course will be able to creatively and practically communicate using a variety of Adobe programs.

Sports & Entertainment Management

Credits 5.00, Grade 12

Hybrid Course

This hybrid business course will provide students with an overview of marketing and advertising in the sports and entertainment field by using Fort Lee High School events as their “clients” and the student body and community as their “target market”. Students will also learn the impact sports marketing and advertising has economically as well as socially. Students will use what they learn to create marketing plans and goals for specific school activities and sporting events.

Offered as a hybrid course, the class will meet with an instructor twice a week and as a study hall the remaining days of the week. Student are expected to complete work assigned online via Google Classroom during study hall days.

Athletic Coaching

Credits 5.00, Grades 11-12

Hybrid Course

Athletic Coaching Education is a hybrid course for students interested in a career in athletics. Students will be taught the fundamentals of how to teach, motivate, and structure sporting environments. Students taking Athletic Coaching Education will complete the course with knowledge of ethics and philosophy of coaching athletics, safety and injury prevention, teaching and communication (how to be a leader), organization, and evaluation. This course also will present the student with professional knowledge, sport-specific science and pedagogical skills mixed with interpersonal and intrapersonal skill sets. Networking and social skills will be emphasized and practiced throughout the course. Other areas of the course include but are not limited to:

- Sports Finance
- Sports Nutrition
- Talent Recruitment
- Athletic Public Relations
- Facility Planning and Management

Offered as a hybrid course, the class will meet with an instructor twice a week and as a study hall the remaining days of the week. Student are expected to complete work assigned online via Google Classroom during study hall days.

PHYSICAL EDUCATION & HEALTH

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> * Physical Education * Project Adventure * Health Education 	<ul style="list-style-type: none"> * Physical Education * Drivers Education 	<ul style="list-style-type: none"> * Physical Education * Health Education 	<ul style="list-style-type: none"> * Physical Education * Teen Pep * Family Living/ Health Education

Physical Education

Credits 4.00-5.00, Grades 9-12

The Physical Education curriculum was designed to improve each student's fitness level as well as instill the knowledge of the importance of lifetime fitness. The activities used to attain this level of fitness are flexibility exercises, distance running, weight training, aerobic exercises and team games. Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness. Physical Education focuses on involving multi-dimensional qualities of movement as they relate to the dynamics of mental and physical growth. The program provides for continuous development of the participant within the context of perceptual, cognitive, psychomotor, and affective learning experiences. The curriculum is organized in terms of individual activities and team sports.

Project Adventure

Grade 9

This is a required course for all freshmen. Students are assigned to Project Adventure for one marking period. Students are physically and mentally challenged with several tasks include cooperation, teamwork, leadership, communication and problem solving.

Health Education

Grade 9

Freshmen health is a mandatory course taken in lieu of physical education for one marking period. Students will be expected to learn and explore emotional health, disease prevention and the importance of making the right decisions to ensure a healthy lifestyle. The program includes an overview of alcohol and drug use and abuse, smoking, teenage suicide, nutrition/eating disorders, physical, emotional, and social needs of children, bullying, HIV/AIDS, STI's, and sexual attitudes and values.

Driver's Education

Grade 10

Driver Education (Safety Education), which is mandated by the State of New Jersey, is offered for one marking period 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, organ donation is discussed and how it can be designated on a driver's 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. If a passing grade is achieved, the student will receive a blue card which will exempt him/her from the written portion of the licensing test. Also, upon passing the course, students 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.

Health Education

Grade 11

Junior health curriculum consists of the American Red Cross CPR & First Aid Course. This includes instruction on life-saving skills including CPR, obstructed airways, and using an AED. When students successfully complete this course, they will receive an American Heart Association Certification card for heart saver CPR & AED.

Teen Pep

Credits 5.00, Grade 12

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

Teen PEP is a full-year senior health course (taken in place of 12th grade PE/Family Life) which focuses on teen sexual health issues. Students are trained as peer educators and conduct outreach workshops for the school and the community addressing topics such as postponing sexual involvement, STIs,

HIV/AIDS, pregnancy, homophobia and dating violence. Students interested in taking this course must submit an application (early in the 3rd marking period) following a Teen PEP assembly presented to juniors. They will then participate in two interviews with the Teen PEP advisors.

Family Living/Health Education

Grade 12

Family Living Education is taught at the twelfth grade level. It focuses on adolescent concerns regarding growth and sexual development; postponing sexual involvement, gender roles and society; developing mature, healthy relationships; pregnancy and sexually transmitted infections; the family in today's society; relationships in young adults; pregnancy and birth and parenting.

VISUAL & PERFORMING ARTS

GRADE 9	GRADE 10	GRADE 11	GRADE 12
* Art History	* Art History	* Art History	* Art History
* Art I	* Art I	* Art I	* Art I
* 3D Design I	* Art II	* Art II	* Art II
* Chorus	* Art III	* Art III	* Art III
* Honors Chorus	* 3D Design I	* Art IV	* Art IV
* Chorus/Lunch	* 3D Design II	* 3D Design I	* 3D Design I
*Beginning Band	* Animation	* 3D Design II	* 3D Design II
*Band	* Chorus	* AP 3D Design	* AP 3D Design
* Honors Wind Ensemble	* Honors Choir	*Chorus	*Chorus
	* Chorus/Lunch	* Honors Choir	* Honors Choir
* Orchestra	* Beginning Band	* Chorus/Lunch	* Chorus/Lunch
* Honors Chamber Ensemble	* Honors Wind Ensemble	* Honors Wind Ensemble	* Honors Wind Ensemble
* Piano Lab I, II, III, IV	* Orchestra	* Orchestra	* Orchestra
* Music Theory	* Honors Chamber Ensemble	* Honors Chamber Ensemble	* Honors Chamber Ensemble
* Dance	* Piano Lab I, II,III, IV	* Piano Lab I, II, III, IV	* Piano Lab I, II, III, IV
* Chorus	* Dance	* IB Film HL I	* Music Theory
* Music Theory	* Music Theory	* Dance	* IB Film HL I & II
		* IB Music HL I	* Dance
		*Chorus	* IB Music HL I & II
		*AP Music Theory	*Chorus
			*AP Music Theory

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

Art History

Credits 5.00, Grades 9-12

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

Art I

Credits 5.00, Grades 9-12

Art I is a basic art course stressing fundamentals of design and organization. This is an introductory and exploratory course providing an opportunity for students to increase aesthetic awareness, work with different materials, and acquire knowledge of artistic styles and creative thinking. The areas covered in Art I include 2 point perspective, drawing, shading and pencil rendering, pen and ink techniques, paper mosaic, watercolor, and colored pencil.

Art II

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Art I

This is a continuation of Art I with an emphasis on exploration of various media and techniques. Design and composition are key in working with acrylic paint, drawing, and collage. There is an introduction to life drawing along with observational drawing and continued focus on creative thinking.

Art III

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Art II

This is an advanced art course for those students who intend to pursue a career in the art field or those interested in art as an avocation. Student will be taught with an emphasis on design principles, drawing, painting, drawing the human head, creative thinking and portfolio preparation.

Art IV

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Art III (may be taken concurrently)

This course is designed for advanced students who desire more intensive work and more class time in art. Art IV students may double up and take Art III and Art IV in the same school year. Using their previous foundation, students will explore more complex projects involving large self-portraits, creative illustrations, free thinking sketches and portfolio preparation.

3D Design I

Credits 5.00, Grades 9-12

The course is designed to expand students' knowledge in the history and practice of several craft areas (bookmaking, paper arts, ceramics, and three-dimensional design) on a non-vocational level. It is also designed for art majors who might elect the course along with Art III and Art IV so they may gain some experience in areas not included in other art courses.

3D Design II

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of 3D Design I

3-D Design II will build upon the students' prior knowledge developed in 3D Design I or Art I. Students will have an opportunity to explore craft media more deeply and in more challenging ways and develop an independent focus for the year (i.e., self-portraits, the natural world, urban living, etc.) The scope of the course encompasses bookmaking, fiber studies, sculptural clay handbuilding, and mixed media sculpture. Visual art elements and principles of design will be reflected in students' work as they develop weaving, sculpture, and assembly skills in order to build a comprehensive portfolio of three-dimensional design. Students will also study the indigenous craft traditions concurrently with the media they use in class. This class allows students who flourished in 3D Design I to continue their studies in three-dimensional media at a more advanced level.

AP 3D Design

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of 3D Design I (necessary); 3D Design II (preferred)

Design involves purposeful decision making about using the elements and principles of art in an integrative way. In the 3-D Design portfolio, students are required to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, and texture).

Animation

Credits 5.00, Grades 10-12

This full year course explores the origins of animation as well as the concept of creating the illusion of life. Students learn the twelve principles of animation developed by Disney Studios as they master the basic theories and mechanics behind animation. The art of storytelling, including character design, background design, scripting and storyboarding along with drawing skills, is integrated throughout the course. The first semester of this course introduces the elements of Flash software and Flash animation. The fundamental concept of the Flash software, basic drawing, and animation tools, provide students with the ability to create and design animations and animated characters using the Flash software.

The second semester of this full year course provides students the vehicle to hone and develop advanced animations and storytelling skills. Integration of storytelling and animation is the focus. Animation students, working with the instructor, will create unique character designs, scripts, and storyboards that will culminate into two short animated stories.

IB Film HL I

Credits 5.00, Grade 11

GPA Weight: AP

Prerequisite: Students must meet AP entry criteria

IB Film students will watch cinematic masterpieces from around the world and develop the ability to understand film as a complex art form, craft, and institution. They will be challenged to experience a broader and more diverse range of movies than they have previously encountered, and most importantly will be expected to watch and experience films actively and analytically.

IB Film HL II

Credits 5.00, Grade 11

GPA Weight: AP

Prerequisite: Successful completion of IB Film HL I and must meet AP entry criteria

Students will learn to recognize and interpret the most important elements of film language and analyze the way filmmakers convey story and meaning. Film styles and movements are explored, and the central critical approaches to the study and appreciation of film as a genre. Final assessments will include textual analysis of films, essays pertaining to film theory and history film, and an individual, creative film production.

Dance

Credits 5.00, Grades 9-12

Dance I is designed for students in grades 9 – 12. The course will immerse students in the fundamentals of classical dance forms and concepts. They will learn basic barre, center and floor exercises, body isolations and strength building exercises. This course also offers instruction in the historical influences of dance, dance aesthetics and performance techniques. Activities will allow students to experience the creative process in choreographing and performing dance routines.

MUSIC

Chorus

Credits 5.00, Grades 9-12

Prerequisite: Prior experience in Chorus or experience in playing a musical instrument

The large ensemble class will explore a variety of vocal literature. The students will expand and develop their individual technique and musical knowledge as well as their creative and aesthetic awareness in a choral ensemble setting. The chorus performs year-round both within and outside the school.

Chorus/Lunch

Credits: 2.50, Grades 9-12

Prerequisite: The ability to read music and prior experience in Chorus or in playing a musical instrument

Chorus/Lunch is specifically designed for the experienced vocal and/or instrumental musician desiring a choral experience but unable to include either honors choir or chorus in their daily schedule. Students will split this period with their scheduled lunch. The instructor will determine the daily schedule.

Honors Choir

Credits 5.00, Grades 9-12

Prerequisite: Teacher recommendation or audition

Students in Honors Choir will study many different styles and periods of music in an ensemble setting. In addition, sight-singing, dictation and solgege skills will also be developed. Multiple performances will be scheduled throughout the year. This is a weighted honors course.

Honors Choir Independent Study

Credits 5.00, Grades 9-12

Prerequisite: Teacher recommendation or audition

This class is offered only to students wishing to be part of both Honors Wind Ensemble and Honors Choir which meet during the same period daily. Students enrolled in this independent study course are required to fulfill a minimum of 120 hours of instruction and performance. The hours will be completed through participation in large ensembles, small (chamber) ensembles and private instruction. The pre-requisites are the same as those for Honors Choir.

Beginning Band

Credits 5.00, Grades 9-12

This course is for students interested in beginning a study in instrumental music and performance. The curriculum will provide an introduction to brass or woodwind instrumental techniques and basic music reading. No prior band experience is needed or music reading skills are necessary.

Band

Credits 5.00, Grades 9-12

Prerequisite: Prior experience playing a musical instrument

This large ensemble class will explore a variety of wind/percussion literature. The students will expand and develop their individual technique and musical knowledge. Students in band will receive additional instruction during homogenous small-group instruction (lessons) provided on a rotating basis. Participation in marching band is required as per the director.

Orchestra

Credits 5.00, Grades 9-12

Prerequisite: Prior experience playing a musical instrument

Membership in the orchestra provides students with an opportunity to study works by baroque, romantic, classical, and contemporary composers. Students will expand and develop their individual technique and musical knowledge within an ensemble setting.

Honors Wind Ensemble

Credits 5.00, Grades 9-12

Prerequisite: Teacher recommendation or audition

Honors Wind Ensemble is for our most experienced and/or advanced wind and percussion musicians. This large ensemble course will explore a wide variety of band literature and will primarily focus on repertoire at grade levels of 4 and above. Students in Honors Wind Ensemble will receive additional instruction during homogenous small-group instruction (lessons).

Honors Wind Ensemble Independent Study

Credits 5.00, Grades 9-12

Prerequisite: Teacher recommendation or audition

This class is offered only to students wishing to be part of both Honors Wind Ensemble and Honors Choir which meet during the same period daily. Students enrolled in this independent study course are required to fulfill a minimum of 120 hours of instruction and performance. The hours will be completed through participation in large ensembles, small (chamber) ensembles and private instruction. The pre-requisites are the same as those for Honors Wind Ensemble.

IB Music HL I & HL II

Credits 5.00, Grades 11-12

GPA Weight: AP

Prerequisites: Audition or teacher selection only. Must have a good working knowledge of the fundamentals of music and be able to read music in at least one clef. Supplemental instruction is recommended but not required

IB Music HL I and II are designed for music students with varied backgrounds in music performance. The aim of the IB music program is to give music students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities and understanding through musical analysis & comparison, performance and composition. Students will be expected to demonstrate their understanding of music by performing, by using appropriate musical language and terminology in analyzing musical works from many varied cultures and periods, and by exploring music through music theory, aural skills, composition and music history. Students taking IB Music as part of the IB Diploma Program are required to take both IB Music HL I and II over two consecutive years. IB Music II continues the groundwork completed in IB Music HL I to culminate in the internal and external assessments for the IB exam in the spring of IB Music HL II. IB Music fulfills the area 6 requirement for the IB Diploma Program.

Honors Chamber Ensemble

Credits 3.00, Grades 9-12

Prerequisite: Teacher recommendation or audition

The string curriculum at Fort Lee High School develops the musician's ability to play and perform in an individual and ensemble setting. This setting can include but is not limited to string, full and small chamber ensemble. Method and etude literature will focus on key and time signatures, rhythm, tone, intonation, dynamics, articulation and phrasing. Performances will take place throughout the school year. This is a weighted honors course.

Piano Lab I & Piano Lab II

Credits 5.00, Grades 9-12

Piano I is a standards-based course that provides students with an introduction to piano playing. The curriculum will encourage the individual student to develop the skills necessary to increase his/her technical awareness of piano music; provides the opportunity to produce artistic performances; develop the ability of the student to critique artistic performances and develop an aesthetic awareness to recognize the relevance of music in society. Piano II will continue to develop the skills introduced in Piano I. Placement in Piano II will be based on prior experience or level completed.

Piano Lab III & Piano Lab IV

Credits 5.00, Grades 9-12

Piano III and Piano IV will focus on further advancing the skills learned in Piano I and II. Students will have opportunities to study musical works of various composers and arrangements from diverse cultures and historical time periods. They will also enhance their ability to produce and critique artistic performances. Placement in Piano III or IV will be based on prior experience or completion of Piano I or II.

Music Theory

Credits: 5.00, Grades 9-12

Prerequisite: The ability to read music and/or prior experience in a musical ensemble suggested

In this course, students will explore the structure of music beginning with basic vocabulary, music notation and introduction to harmony. Introduction to ear-training and simple dictation are included in the curriculum.

AP Music Theory

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Music Theory or teacher recommendation

From Bach to Rock! AP Music Theory covers how music is structured and heard, from the time of Bach to modern-day rock-and-roll. The course includes listening and analyzing music (oral and written) and sight-singing. Students also have the opportunity to write their own music compositions.

WORLD LANGUAGE

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
College Prep	* Spanish I * Spanish II * Italian I * Korean I * Mandarin Chinese I	* Spanish II * Spanish III * Italian II * Korean II * Mandarin Chinese II	* Spanish III * Spanish IV * Italian III *Korean III * Mandarin Chinese III	* Spanish IV *AP Spanish * Italian IV
Honors	* Spanish II Honors *Italian I	* Spanish III Honors * Italian II Honors	* Spanish IV Honors * Italian III Honors	* AP Spanish * Italian IV Honors
AP	* Spanish II Honors	*Spanish III Honors	* Spanish IV Honors	*AP Spanish
IB	*Spanish II *Spanish II Honors	*Spanish III *Spanish III Honors	*IB Spanish SL I	*IB Spanish SL II

The aim of instruction in the World Language department is to develop the skills of listening, speaking, reading, and writing as a means of effective communication. It is intended to develop a global understanding of people, countries, and cultures. Most colleges require at least two years of a world language. Thus, students should plan on a three to four-year high school sequence in Spanish, Italian, Korean or Mandarin. The ultimate length of the sequence in languages will depend upon future registration.

Honors, AP, and IB Honors courses for Spanish and Honors Italian are contingent upon enrollment. Placement will be determined by the World Language faculty with the concurrence of the school guidance counselor and in accordance with grouping criteria.

Spanish I

Credits 5.00, Grades 9-12

This course fosters the development of interpersonal and academic skills in a supportive environment. Students in their first year of Spanish are exposed to a combination of vocabulary building, basic grammar, conversation, and writing practice. Language instruction at this level focuses on proficiency, delivered by way of authentic, challenging tasks that provide meaningful learning experiences. These experiences lead students to understand broad concepts and to develop strategies for analyzing these concepts across disciplines. The orientation toward communication and cultural awareness is the primary focus of planning and instruction. Some instruction will be presented in the target language.

Spanish II

Credits 5.00, Grades 9-12

Prerequisite: Successful completion of Spanish I

This course is a continuation of Level I. The grammatical structures learned in Spanish I are reviewed and refined. Students will improve their abilities in the target language (TL) in the four areas of communication: listening, speaking, reading, and writing. Reading skills are strengthened by the introduction of level-appropriate and authentic reading materials. Students will acquire a greater understanding of cultural contexts within a global society. These experiences lead students to understand broad concepts and to develop strategies for analyzing these concepts across disciplines. The orientation toward communication and cultural awareness is the primary focus of planning and instruction. This course is conducted mostly in the target language.

Spanish III

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Spanish II

The Level III course continues to pursue the same objectives as Level I and II. Grammatical structures learned in Level II and II will be expanded. There is a thematic approach requiring students to communicate in authentic activities using appropriate phrases and structures. Expectations of student performance increase as linguistic skills become more challenging. The course increases awareness of the Hispanic culture and civilization and this awareness is enhanced by exposure to selected literary works by noteworthy authors as well as by authentic materials. The class is conducted primarily in the target language. Students considering more competitive colleges are strongly urged to enroll in the third level of language study.

Spanish II Honors/Spanish III Honors

Credits 5.00, Grades 9-12

Prerequisite: Successful completion of Spanish I & II and must meet the Honors entry criteria

Honors classes for Levels II and III in Spanish are offered to students who meet grouping criteria. Expectations of student performance increase as linguistic skills become more challenging. An expanded version of the regular curriculum is presented including grammatical structures. The course is accelerated, allowing for more intensive proficiency-based activities. Students in the Honors level classes are expected to comprehend Spanish at a higher level and express themselves with greater independence in diversified oral, reading and writing assessments. The course also develops students' awareness of the Hispanic culture and civilization. This awareness is enhanced through exposure to select literary works by noteworthy authors and authentic materials. Classes are conducted primarily in the target language. Students considering more competitive colleges are strongly urged to enroll in the third level of language study.

Spanish IV

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Spanish III

At this advanced level of language study, emphasis is placed on using and strengthening the skills learned in previous courses. Students in their fourth year of language study are exposed to a combination of vocabulary building, advanced grammar, conversation, and writing and reading comprehension practice. Knowledge and appreciation of historical and cultural events continue to be fostered and developed. This awareness is enhanced through exposure to select literary works by noteworthy authors, as well as authentic media. Expectations of student performance increase as linguistic skills become more challenging. The classes are conducted entirely in the target language.

Spanish IV Honors

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Spanish III and students must meet the Honors entry criteria

Level IV Honors continues to further advance the skills of listening, reading, writing, and speaking with emphasis placed on their communicative aspects. The grammatical structures learned in Levels I, II and III are reviewed and refined. Students in their fourth year of language study are exposed to a combination of vocabulary building, advanced grammar, conversation writing practice, and reading comprehension practice. The course also develops students' awareness of culture and civilization. This awareness is enhanced through exposure to select literary works by noteworthy authors as well as authentic media. Students at the fourth level strengthen performance as linguistic skills become more challenging. The purpose of the fourth year Honors course is to begin preparation for AP testing. Spanish 4 Honors is designed to parallel the skill development of an intermediate college level course in Spanish composition and conversation. Spanish IV Honors provides the student with the opportunity to improve oral proficiency and listening comprehensions skills, increase vocabulary, and enhance knowledge of Hispanic culture and civilization through exposure to select literary works by noteworthy authors. A variety of resources and technologies will be used to help develop language skills.

Advanced Placement (AP) Spanish

Credits 5.00, Grade 12

Prerequisite: Successful completion of Spanish IV and students must meet the AP/IB entry criteria

The AP Spanish Language and Culture course is a rigorous course conducted exclusively in Spanish that provides students with opportunities to improve their proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The course focuses on the integration of

authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles, with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. All students broaden their knowledge of the various cultures that comprise the Spanish-speaking world through the thematic approach of the AP Language and Culture course. Students must complete assigned summer work prior to the start of the school year. All students are required to take the AP Language and Culture exam in May.

IB Spanish SL I & SL II

Credits 5.00, Grades 11-12

GPA Weight: Honors

Prerequisite: Spanish II is required, but Spanish III is preferred. Must take Part I before Part II. Students must meet the Honors entry criteria

At the end of the IB Spanish SL course, students are expected to communicate clearly, fluently, and effectively in a wide range of situations. Additionally, they should understand and use oral and written forms of the language appropriately in a range of styles and situations. Students will be required to demonstrate an understanding and use of a broad range of vocabulary and idioms, express ideas with clarity and fluency, structure arguments in a focused and coherent way and support them with relevant examples.

Italian I

Credits 5.00, Grades 9-12

This course is designed to help students learn interpersonal and academic skills in a comfortable and supportive environment. Students in their first year of Italian are exposed to a combination of vocabulary building, basic grammar, conversation, and writing practice. Language instruction at this level focuses on proficiency, delivered by way of authentic, challenging tasks that provide meaningful learning experiences. These experiences lead students to understand broad concepts and to develop strategies for analyzing these concepts across disciplines. The orientation toward communication and cultural awareness is the primary focus of planning and instruction.

Italian II/Italian II Honors

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Italian I and students must meet the Honors entry criteria

This course is designed to help students learn interpersonal and academic Italian in a comfortable and supportive environment. The grammatical structures learned in Italian I are reviewed and refined. Students improve their abilities in the target language (TL) in the four areas of communication: listening, speaking, reading, and writing and acquire a greater understanding of cultural contexts within a global society. The course increases awareness of the Italian culture and civilization and this awareness is enhanced by exposure to selected literary passages as well as by authentic materials. These experiences lead students to understand broad concepts and to develop strategies for analyzing these concepts across disciplines. The orientation toward communication and cultural awareness is the primary focus of planning and instruction.

Italian III/Italian III Honors

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Italian II and students must meet the Honors entry criteria

This course is designed to help students learn interpersonal and academic skills in a comfortable and supportive environment. Students in their third year of Italian are exposed to a combination of vocabulary building, advanced grammar, conversation, and writing practice. Focus is placed on communication skills. Students considering more competitive colleges are strongly urged to enroll in the third level of language study.

Italian IV/Italian IV Honors

Credits 5.00, Grade 12

Prerequisite: Successful completion of Italian III and students must meet the Honors entry criteria

This course is designed to help students learn interpersonal and academic skills in a comfortable and supportive environment. Students in their fourth year of Italian are expected to communicate solely in the target language. Advanced grammatical topics are reviewed. Students are exposed to a number of readings, listening activities, and films which will be analyzed and discussed in the target language in both oral and written work.

Korean I

Credits 5.00, Grades 9-12

Students will learn the basics of Korean pronunciation with an emphasis on developing the fundamental skills of speaking, reading, listening and writing characters with a goal of applying it to familiar, every day concepts such as greetings, foods, school, and family. In addition, Korean culture will be explored through readings, video clips, and movies.

Korean II

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Korean I

This course is designed to assist students in learning interpersonal and academic Korean in a comfortable and supportive environment. The grammatical structures learned in Korean I are reviewed and refined. Students improve their abilities in the target language in the four areas of communication: listening, speaking, reading and writing and acquire a greater understanding of cultural contexts within a global society. The course increases awareness of the Korean culture and civilization and this awareness is enhanced by exposure to selected literary passages as well as authentic materials. These experiences lead students to understand broad concepts and develop strategies for analyzing these concepts across the disciplines. Differentiated teaching strategies are implemented for heritage or non-heritage students. The orientation toward communication and cultural awareness is the primary focus of planning and instruction.

Korean III

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Korean II

Korean III is a continuation of Korean II and aims to help students expand communicative skills in modern Korean on an intermediate level. Students can achieve this proficiency through enhancing their learning strategy and active participation in diverse activities. In this course students learn further language structures, expressions and extensive vocabulary. Contemporary idioms and proverbs, together with distinctive aspects of Korean culture, will also be incorporated. Students will read Korean storybooks, poems, and literature. Students considering more competitive colleges are strongly urged to enroll in the third level of language study.

Mandarin Chinese I

Credits 5.00, Grades 9-12

Students will learn the basics of Mandarin Chinese pronunciation with an emphasis on developing the fundamental skills of speaking, reading, listening and writing characters with a goal of applying it to familiar, every day concepts such as greetings, foods, school and family. In addition, Chinese culture will be explored through readings, video clips, and movies.

Mandarin Chinese II

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Mandarin Chinese I

This course is designed to assist students in learning interpersonal and academic Chinese in a comfortable and supportive environment. The grammatical structures learned in Mandarin Chinese I are reviewed and refined. Students improve their abilities in the target language in the four areas of communication: listening, speaking, reading and writing and acquire a greater understanding of cultural contexts within a global society. The course increases awareness of the Chinese culture and civilization and this awareness is enhanced by exposure to selected literary passages as well as authentic materials. These experiences lead students to understand broad concepts and develop strategies for analyzing these concepts across the disciplines. Differentiated teaching strategies are implemented for heritage or non-heritage students. The orientation toward communication and cultural awareness is the primary focus of planning and instruction.

Mandarin Chinese III

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Mandarin Chinese II

The Chinese III course continues Chinese II to pursue the objectives and engage students to build language skills. This is achieved through extensive practice with useful vocabulary, structures, and expressions in order to prepare students on an intermediate level based on the New Jersey state requirements of the modes of interpersonal, interpretative, and presentational. There is a thematic approach requiring students to communicate in authentic activities using appropriate phrases and structures. Students can achieve proficiency through enhancing their learning strategies and active participation in diverse hands-on activities. The course increases awareness of the Chinese culture and civilization. This awareness is enhanced by exposure to selected popular contemporary idioms,

proverbs, authentic materials and visual or fine arts. Students considering more competitive colleges are strongly urged to enroll in the third level of language study.

S.T.R.E.A.M.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
* Innovation & Invention	* Robotics	* Robotics	* Robotics
* Computer Programming	* Innovation & Invention	* Innovation & Invention	* Innovation & Invention
	* Open Ingenuity Lab	* Open Ingenuity Lab	* Open Ingenuity Lab
	* Computer Programming	* Computer Programming	* Computer Programming
	* C++ Programming Honors	* C++ Programming Honors	* C++ Programming Honors
		* Forensics	* Forensics
		* AP Computer Science A	* AP Computer Science A
		* Botany & Floral Design	* Botany & Floral Design

The courses making up the STREAM program engage students in interdisciplinary experiences that connect what is being learned in school to the real-world. These courses are designed to give students the opportunity to develop their creativity and ingenuity while preparing them for success in college and careers. Courses are largely student-driven and seek to both improve students' ability to work in a team as well as cultivate resourcefulness and originality. Along with the courses listed, all students have the opportunity to develop these skills by working in the MakerSpace, an open, do-it-yourself environment where students can create, invent and learn using the wide-ranging resources available there.

Innovation and Invention

Credits 5.00, Grades 9-12

Innovation and Invention will provide a context for students to creatively solve real-world problems. Students will work in groups to implement the design process to research, develop, build, test, refine and analyze their designs while considering the effectiveness, cost, and ethics of their approach. The course will develop students' ability to consider a range of possible solutions to problems and recognize opportunities for entrepreneurial success. This course will consist of projects and engineering challenges that require students to "think outside the box" in developing unique solutions.

Open Ingenuity Lab

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Innovation and Invention

Students will have the opportunity to explore a real-world problem and develop a comprehensive plan to address it. This student-driven, teacher-guided experience will allow students interested in the integrative fields of STREAM to research, plan and carry out this project by employing the engineering design

process. When applicable, projects will be submitted to local, state and national STREAM competitions. This course is designed to consist of a single, year-long project that is identified and carried out by the students themselves. Throughout the course, they will be assessed based on the project's development, progress and completion.

Robotics

Credits 5.00, Grades 10-12

Prerequisite: Successful completion of Geometry

The robotics curriculum challenges 10th, 11th, and 12th grade students to use science, engineering, technology, math, and writing skills to design, build, and program robots in a hands-on project based setting. This course provides students the opportunity to test their critical thinking, decision making, computing, and collaborative skills in a fast moving, energetic, and creative environment. Students learn how to program their robots using the Interactive C programming language. Students will have the opportunity to compete with their peers with the hope of representing Fort Lee High School in the Regional Botball Competition. The STEM skills developed in this robotics course will serve students well in the technology based world we live in.

Forensic Science

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Biology, Chemistry (may be taken concurrently)

This elective course focuses on various aspects of forensic science and modern criminal investigation analysis. Forensic Science incorporates many different subject areas such as the following: Biology, Chemistry, Earth Science, Physics, Psychology, and Mathematics. The topics covered in Forensic Science will include but are not limited to the following: Crime scene processing, fingerprint identification, hair and fiber classification, handwriting analysis, serology, DNA fingerprinting, identification of human remains, ballistics, toxicology, and drugs.

Botany & Floral Design

Credits 5.00, Grades 12

Prerequisite: Successful completion of Chemistry A and Biology

The course presents the fundamental principles of horticulture with a focus on ornamental horticulture and career exploration. Topics include the study of plant form, function, and reproduction, with an overview of plant diversity. Students will demonstrate teamwork skills to coordinate diverse multidisciplinary projects. Floral design, landscape design, greenhouse and nursery production, along with supervised interactive learning experiences are introduced and explored. Use of the school grounds, greenhouse, and classroom activities will allow students genuine hands on learning experiences.

Computer Programming

Credits 5.00, Grades 9-12

Computer Programming is a course for students who are interested in learning how a computer works and how to create programs using Microsoft Visual Basic. The course provides an excellent foundation in fundamental programming concepts and enhances students' problem solving skills. Students build on the concepts of sequence, decision and repetition to create structured programs. They also learn how to

create computer graphics, animations and sounds. The practical and “hands on” approach used in the class allows students to further develop and enhance their problem solving skills. For the final project, students conceive, design and code their own program. At this stage, students have mastered enough programming skills to create a video game, which is what many of them choose for their final project.

C++ Programming Honors

Credits 5.00, Grades 10-12

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

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

AP Computer Science A

Credits: 5.00, Grades 10-12

Prerequisite: Students must meet the AP entry criteria

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

SPECIAL PROGRAMS

GROUP GUIDANCE & CAREER PROGRAMS

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

- Orientation for incoming 9th grade students
- Standardized tests - PSAT, SAT, ACT, PARCC, Biology Competency
- Career planning
- The high school curriculum
- Information on colleges & universities
- Information on career and technical schools
- Career opportunities relating to school subjects
- Use of Naviance Family Connection

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

All 9th & 10th grade students are introduced to career exploration and given current information on careers of their choice. All 11th and 12th grade students are helped with career and college search procedures.

BERGEN COUNTY VOCATIONAL & TECHNICAL SCHOOL

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

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

SPECIAL EDUCATION

Scheduling for special education students is a collaborative process between the student's guidance counselor and child study team case manager. Fort Lee High School has a full child study team which consists of a school psychologist, learning disabilities teacher consultant and school social worker. The child study team assists in the educational planning and programs for the special education students.

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

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

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

ADVANCED PLACEMENT (AP), HONORS, AND INTERNATIONAL BACCALAUREATE ENTRY CRITERIA

Placement in **Advanced Placement, Honors and International Baccalaureate** courses will be based on all three criteria below:

- 1. Standardized test results (when applicable) or overall current cumulative GPA***
- 2. Present academic achievement**
- 3. Teacher recommendation**

* Minimum GPA to enter Honors courses must be at least 3.0 and minimum GPA to enter AP courses must be at least 3.5.

Students who would like to take Advanced Placement, Honors, or International Baccalaureate courses, yet do not meet the three criteria above, may choose to participate in the Appeal Process.

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

STANDARDIZED TEST RESULTS

ENGLISH AND SOCIAL STUDIES

Incoming 9th-10th grade:

Cumulative GPA only

Incoming 11th-12th grades:

Meets the criteria from PSAT/Advanced Placement Potential Reports.

OR

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

OR

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

WORLD LANGUAGE

Incoming 9th-10th grade:

Cumulative GPA only

Incoming 11th-12th grades:

Meets the criteria from PSAT/Advanced Placement Potential Reports.

OR

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

OR

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

MATH

Incoming 9th-10th grade:
Cumulative GPA only

Incoming 11th-12th grades:
Meets the criteria from PSAT/Advanced Placement Potential Reports.

OR

SAT Math score of 560 and above or ACT Math score of 22 for Honors.
SAT Math score of 610 and above or ACT Math score of 24 for Advanced Placement.

SCIENCE

10th grade:

A minimum score of 240 on NJASK Science

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

Incoming 11th-12th grades:

Meets the criteria from PSAT/Advanced Placement Potential Reports.

OR

SAT Math score of 560 or ACT Math score of 22 for Honors.
SAT Math score of 610 or ACT Math score of 24 for Advanced Placement.

PRESENT ACHIEVEMENT

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

APPEAL PROCESS

Students who do not meet the 3 required criteria for Advanced Placement, Honor and International Baccalaureate courses may choose to go through the Appeal Process.

The deadline to submit appeal paperwork will be announced. Please see the form on the next page.

ADVANCED PLACEMENT (AP), HONORS, AND INTERNATIONAL BACCALAUREATE

APPEAL FORM

Name _____ Grade _____ Counselor _____ Date _____

A separate form needs to be submitted for each course.

CURRENT COURSE	REQUESTED COURSE	CURRENT TEACHER'S NAME

Present Academic Achievement

A student who did not initially meet the present academic achievement average and has chosen to appeal must achieve the present average(s) below in his/her current course by the end of the 3rd Marking Period.

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

The final 1st and 2nd marking period grade plus midterm and part of marking period 3 will be used to calculate the average.

Average= _____

Teacher Recommendation

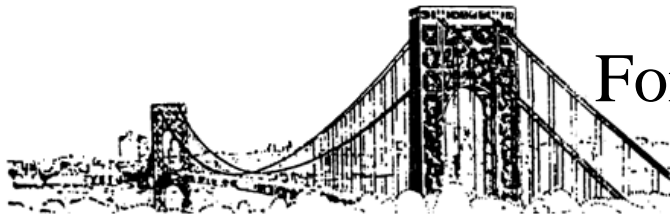
<p>STUDENTS RECEIVED INITIAL TEACHER RECOMMENDATION YES OR NO</p> <p>THOSE WHO DID NOT, WILL BE RE-EVALUATED BY TEACHER BY THE END OF MARKING PERIOD 2.</p> <p>TEACHER'S SIGNATURE BELOW ACKNOWLEDGE RECOMMENDATION FOR REQUESTED COURSE (S).</p> <p>_____</p>

Cumulative GPA or Standardized Test Score

A student who did not meet the required standardized test score or the cumulative GPA (minimum of 3.0 for Honors and a minimum for 3.5 for Advance Placement) will have his/her GPA re-evaluated at a later date. (GPA: _____)

Parent's Signature _____
 Student's Signature _____
 Counselor's Signature _____

St. Test Score _____
 Date _____
 Date _____



Fort Lee Public Schools

School Counseling Services

Schedule Change Request Form

Student _____

Grade _____

School Counselor _____

Date _____

Course Name & Teacher	Type of Request (Circle Below)
	<div style="display: flex; justify-content: space-around;"> Withdraw Course Change Level Change </div>
<p>Schedule Change</p> <p>Counselors will be available prior to the first day of school and during the first 10 days of school to process schedule change requests. All schedule change requests must be accompanied by a Schedule Change Request form that is completed and signed by the student and a parent/guardian. The Schedule Change Request form must be submitted to the student's counselor prior to the deadline.</p> <p>Schedule changes will be permitted only if one or more of the following criteria are met:</p> <ul style="list-style-type: none"> Student is scheduled in the wrong course, student is missing a required subject/course, student went to summer school (and passed) for a scheduled course, student already took a scheduled course, student was notified in writing by a college that a specific course is necessary for admission (must produce college letter) <p>The following schedule change requests will not be permitted</p> <ul style="list-style-type: none"> Teacher preference, lunch preference, elective preference, an interest in joining friends in a particular class <p>Course Level Change- A student may request to change course levels (drop a level) within the same course, e.g., AP/Honors to College Preparatory Level or College Preparatory Level to Essentials Level no later than the last school day in September. All course level change requests are subject to administrative approval and course availability. Course level change requests may not be approved if the request requires multiple course changes in the student's schedule. Course level change requests will not be accepted after the aforementioned Full Year and Semester deadlines.</p> <p>Course Withdrawal - A student may request to withdraw from a course. Withdrawal from a course will result in the loss of credit for the course. The course may not be replaced by a credit bearing course. The student's schedule will remain intact and the withdrawn course will be replaced by a non-credit bearing assignment. Requests to conduct a course withdrawals are subject to the availability of a non-credit bearing assignment the same period as the withdrawn course.</p> <p>Withdrawal from a Full Year Course- A student may request to withdraw from a Full Year course by the last school day in September. Withdrawal from a Full Year course after this day will result in no record of the course on the student's transcript. Withdrawal from a Full Year course after the deadline will be recorded as a WD on the student's transcript. Withdrawal from a Full Year course after the posting of the Second Marking Period grades will be recorded as a WF on the student's transcript.</p> <p>Withdrawal from a Semester Course- A student may request to withdraw from a Semester course within fifteen days from the start of the semester. Withdrawal from a Semester course within this timeline will result in no record of the course on the student's transcript. Withdrawal from a Semester course after day fifteen and up to and including day twenty nine will result in a WD on the transcript. Withdrawal from a semester course day thirty and beyond will result in a WF on the student's transcript.</p>	

Parent Signature _____

Student Signature _____

Date _____

Counselor Signature _____

Administrator Signature _____

Date _____

Approved	Denied	Reason

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

FORT LEE HIGH SCHOOL GRADUATION PLANNER

Student Name: _____

Graduation Year: _____

Subjects	120	Grade 9	Grade 10	Grade 11	Grade 12	Credits
	Credits Required					Earned
Language Arts	20	English 9	English 10	English 11	English 12	
Health & Physical Ed.	20	Proj. Adventure, Health & Physical Ed. 9	Driver Education & Physical Ed. 10	CPR/AED Physical Ed. 11	Family Living/ Physical Ed. 12/Teen Pep	
Mathematics	15	Algebra I	Geometry	Algebra II	Math or Elective	
Social Studies	15	US History I	US History II	World History	Social Studies or Elective	
Science	15	Environmental Science	Biology	Chemistry	Science or Elective	
World Language	5	World Language Level I	World Language Level II	World Language Level III or Elective	World Language Level IV or Elective	
Visual/Performing Art	5	Visual Performing Art	Visual Performing Art	Visual/ Performing Art	Visual/ Performing Art	
Practical Art 21st Century Skills	5	Practical Art or General Elective	Practical Art or General Elective	Practical Art or General Elective	Practical Art or General Elective	
General Electives	12.5					
Community Service	2.5	Community Service - 1 school year/50 hours minimum required for graduation. Students may take multiple years of Community Service if so desired.				
Financial Literacy	2.5		Financial Literacy			
Creative Writing	2.5		Creative Writing			
Total Credits Earned						

Standardized Testing	Math		LA	
	Proficient/Adv. Prof.	Partially Prof.	Proficient/Adv. Prof.	Partially Prof.
Must pass PARCC				
PARCC 20__				
PARCC 20__				
PARCC 20__				

*** Must pass a PARCC English LAL and PARCC math or achieve proficiency on PSAT, SAT, ACT, or Accuplacer test.**