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Dear Students,

Welcome to the Northern Valley Regional High School District. As a student at Northern Valley, you have the unique privilege of being part of one of the most dynamic learning communities in the state and will have access to the most cutting-edge opportunities made available to 21st Century students. To complement our outstanding instructional practices, students at Northern Valley are provided with a personal laptop. This exciting opportunity has changed the way teachers instruct and students learn within and beyond the walls of the classroom. We provide additional resources that will continue to enhance all aspects of your education as you continue your journey through school, careers, and life.

Our well-earned reputation for excellence is built on our commitment to hard work, perseverance, collaboration, problem solving, and a passion for lifelong learning. You enter at a time of aggressive new curriculum reforms, championship teams, expanded opportunities in art and music, exciting new career pathways, Career and Technical Education (CTE) programs, and service programs that are second to none in the county. With our dual enrollment college programs available to every student, Northern Valley has its sights set on being one of the best high schools in the United States.

Our Northern Valley Curriculum Office continues to serve as an exemplary model throughout the county, state, and country providing opportunities for staff development and curriculum revision efforts along with the resources to support new courses, programs, and instructional coaching to improve instruction and positive student outcomes.

As challenging and demanding as high school can be, these are also some of the most memorable years of your life. Our schools provide unlimited opportunities to meet new friends and explore new challenges, as well as provide the sophisticated expertise and resources to focus on your highest priorities and interests. We offer a wide variety of academic and co-curricular choices featuring an impressive choice of AP and honors courses, as well as creative electives to prepare all students for college, careers, and readiness for life.

We encourage you to keep open lines of communication with your parents, friends, family, teachers, coaches, administrators, and others who have earned your trust in life. Ask when you need help and listen carefully, especially when it may not be the advice you wanted to hear. Develop confidence in your abilities, building on previous experiences to help guide you through new and more complex situations.

Finally, know that we believe in you and will do everything we possibly can to help you reach and exceed your goals. Work hard, have fun, and celebrate the joys of each day and all of your tomorrows. Make sure you appreciate just how special high school really is. These precious memories will eventually be the stories you’ll remember and share throughout your entire life!

Mr. James M. Santana
Superintendent
DISTRICT MISSION STATEMENT

We, at the Northern Valley Regional High School District, provide an environment in which each student seeks answers to questions, challenges assumptions and develops self-worth. Our high schools encourage individual academic excellence, aesthetic appreciation and moral integrity. Recognition of academic and cultural diversity promotes mutual respect and acceptance.

We provide a framework for the immediate and future concerns of our students. Such provisions require a constantly critical reevaluation of curriculum and course design to keep abreast of global research and new techniques within our respective disciplines. We promote students’ respect for learning and their desire to acquire knowledge through traditional as well as appropriate technological means.

Education requires a shared commitment. Therefore, the responsibility of the community is to support and complement the school’s philosophy and goals. This joint commitment of students, professional staff, Board of Education and community forms the basis for a challenging and effective program.

GOALS

- Impart knowledge; teach subject matter.
- Promote honesty, mutual trust, and respect; act ethically; act morally.
- Develop the ability to cope with and learn from failure as well as success.
- Encourage a love of learning throughout life.
- Communicate clearly and accurately.
- Foster critical thinking and problem-solving.
- Enhance our status as a comprehensive high school by encouraging students to acquire a breadth of knowledge.
- Provide a learning environment in which each student can develop to his/her potential.
- Provide a supportive environment for the exchange of ideas.
- Define and test assumptions and ideas.
- Help students understand their roles in the 21st century.
- Encourage students to become contributing members of society.
- Foster an appreciation and understanding of multicultural and multi-ethnic diversity.
- Understand the function of technology.
- Advocate participation in co-curricular and extra-curricular activities.
- Foster participation in community service and activities.
- Encourage the effective use of time.
- Foster an appreciation of the visual, performing, literary, and practical arts.
- Develop the skills necessary for leading a responsible family life.
- Encourage a commitment to the practice of responsible citizenship in a democratic society.
- Appreciate beauty in the world.
- Create an awareness of career, vocational and academic opportunities.
- Develop the knowledge and attitudes that promote and maintain personal, as well as public health, and social concerns.
- Encourage the protection and preservation of the environment.
- Prepare students for their places in the global network.
- Incorporate technology as an appropriate teaching method.
- Develop and expand communication skills through the acquisition of additional languages.
- Provide a staff of specialists in appropriate areas.
- Provide alternative learning programs to accommodate all students' abilities and needs.
Reflecting our district philosophy, we embrace the core values of **respect, integrity, responsibility** and **citizenship** in all that we do. In the context of an ever-changing world, these values are vital tools needed to meet the challenges of the 21st Century. It is our belief that it is only through a partnership of community, school and family that we can create student learners of good character.

**Respect** - Honor the worth and dignity of all individuals. Act courteously, civilly, peaceably, and nonviolently. Be tolerant and accepting of differences. (Josephson Institute)

**Integrity** - Be honest. Don't deceive, cheat, or steal. Be reliable - do what you say you'll do. Have the courage to do the right thing. Build a good reputation. Be loyal - stand by your family, friends, and country. (Josephson Institute)

**Responsibility** - Be accountable for your words, actions, and attitudes. Strive for excellence and self-improvement. Set a good example for others. (Josephson Institute)

**Citizenship** - Obey laws in good faith. Do your share to improve the well-being of fellow citizens and the community. (Josephson Institute)

The Guidance Department provides educational and vocational counseling to all students in the high school. Over the course of the four years in high school, students and counselors will meet individually and in groups to address academic, social and career options. The primary focus of the counseling program is to help students identify their strengths, needs, interests and abilities. Through this ongoing developmental process, students will effectively learn to define their personal goals and achieve greater self-awareness.

As liaisons among faculty, students and parents, the guidance counselors help to provide a framework for career exploration that fosters self-direction, personal motivation and incentive to reach one’s potential in all aspects of life. Career exploration and appropriate grade level testing span the course of the four years a student attends Northern Valley Regional High School.

The counselors act as liaisons and resources for students and parents so that each student has opportunities to identify personal options. Helping students to reach their potential is the ultimate goal of the guidance program. Student Assistance Counselors provide ongoing support and individual counseling as needed to all students.

This booklet contains a listing and description of the courses offered at Northern Valley Regional High School. This brochure provides a framework to develop a personalized course of study that spans the four years of high school. Further, it enumerates the specific graduation requirements that must be fulfilled by each student. There is no single block of subjects which is ideal for all. Students are encouraged to select courses each year that will be in accord with their changing goals, current progress and measured abilities within the context of the departmental requirements of the school.
CURRICULUM OVERVIEW

The Northern Valley Regional High School District provides a comprehensive educational program offering a wide variety of learning opportunities for all students. The curriculum is the means to attain the established educational goals of the Northern Valley district. More specifically, the curriculum is designed to provide students with the knowledge and skills required: (a) for success in college/university level studies or in the workplace; (b) to meet the challenges of the global economy; (c) to become lifelong learners; (d) for practicing responsible citizenship and family life; and (e) for the successful completion of the mandated New Jersey State Assessments. Full-year and half-year courses are offered in twelve content areas. Some courses are required to meet district and New Jersey State Department of Education requirements while others provide students with electives to fulfill individual interests and needs. Courses are aligned with the New Jersey Student Learning Standards and all include the incorporation of technology to support the curriculum.

It is expected that all college-bound students engage in college-level work by the end of their high school experiences at Northern Valley, such as Advanced Placement courses, college enrichment, dual enrollment, virtual courses or partial college enrollment. All college-bound students at all levels have opportunities to develop appropriate college-readiness skills.

Advanced Placement and Honors courses are available for those students whose interests and abilities motivate and enable them to pursue educational challenges at the highest level. Advanced Placement courses prepare students to take the Advanced Placement Examinations. These examinations, if satisfactorily completed, enable students to earn college credit or advanced standing in college courses.

Students in grades 11 and 12 have the opportunity to participate in a dual enrollment program sponsored by a college or university. Those students who enroll can earn college-level credits directly from the college or university as well as achieve a grade in their Northern Valley course. Coordinators of Gifted and Talented programs work with students to provide opportunities to utilize their special gifts and talents. Students who demonstrate an exceptionally high level of mathematical ability and achievement can participate in an accelerated program with the recommendation of their teachers and principals.

Special services are provided for students who need extra assistance in learning. Appropriate modifications in teaching methods and materials are made within regular education classes. If deemed necessary, distinct sections of certain courses are created for special education students to give them access to appropriate educational opportunities. Replacement courses provided by the Special Education Department include English, history, and mathematics.

The English as a Second Language (ESL) Program offers students with a limited English-speaking ability the opportunity to improve their understanding of the English language and their fluency.

Students can further enhance their knowledge and skills acquired through curriculum offerings by participating in numerous co-curricular and extra-curricular activities. Dramas, comedies and musicals, athletics, visual and performing arts exhibitions, the debate team, New Jersey Science League, DECA, literary magazines, mathematics competitions, and community service projects are examples of the many student activities that offer opportunities to extend the curriculum.
In accordance with the New Jersey Department of Education (NJDOE), Northern Valley Regional High School District (NVRHSD) requires that each student satisfactorily completes a minimum of twenty-four (24) credits for graduation, including:

- Four courses in English Language Arts (ELA) (typically English 1, 2, 3 and 4);
- One course each in U.S. History 1, US History 2 and World History/Cultures;
- Three sequential courses in Mathematics (beginning with Algebra at a minimum);
- Three laboratory/inquiry-based courses in Science, including Biology;
- One course in World Language;
- One course aligned with Career Education, Consumer, Family, and Life Skills standards;
- One course aligned with Visual and Performing Arts standards;
- Health, Physical Education and/or Driver Ed during each year in attendance;
- One half-year course aligned with Financial, Economic, Business and Entrepreneurial Literacy (Personal Financial Literacy or ‘PFL’) standards;
- Career Exploration, infused into the existing subject areas over the student's four-year program;
- Technological Literacy, consistent with the Core Curriculum Content Standards, integrated throughout the curriculum.

In addition, students must:
- participate in state-mandated assessments, including PARCC and/or New Jersey Student Learning Assessment (NJSLA) depending on the year of graduation;
- demonstrate mastery in English Language Arts (ELA) and Mathematics skills as determined by the NJDOE and measured through the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments, New Jersey Student Learning Assessments (or NJDOE-defined equivalent). Beginning 2021, students must ‘pass’ both Algebra 1 and ELA 10 PARCC/NJSLA assessments.

Notes:
NVRHSD requires that a student must pursue a minimum of seven courses each year to remain a ‘student in good standing’.

Generally, courses meeting for one school year are equivalent to one credit. Courses meeting for one semester are equivalent to one-half credit. Courses meeting for one marking period are equivalent to one-quarter credit.

Shared vocational education and cooperative work experience programs are generally equal to three credits.

Most NVRHSD students successfully complete more than the NJDOE minimum.

If required, students must enroll in a prescribed remediation program and complete assessments to fulfill standards established by the NJDOE.
The Northern Valley Regional High School District (NVRHS) participates in all New Jersey Department of Education (NJDOE) required assessments. Students participate in the New Jersey Student Learning Assessment (NJSLA), formerly known as PARCC for English Language Arts, Mathematics and Science. Beginning with 2018-19, NJDOE is revising PARCC to NJSLA, and participation and graduation requirements will be announced in Winter, 2019.

Depending on a student’s year of graduation, PARCC assessments have graduation implications – for both participation and performance – as explained in more detail below. NJSLA-Science has only participation requirements as of 2017-18.

The NJDOE requires all public school students enrolled in eligible courses to participate in PARCC assessments. NVRHS is proud to have had very high participation in all student groups on the 2016, 2017 and 2018 PARCC assessments. We strive to maintain the NJDOE's benchmark of 95% participation.

Students at NVRHS are expected to participate in state-required testing. Moreover, in continuing the commitment and tradition of academic excellence at NVRHS, all students are expected to try their best on all state assessments.

We urge students and parents to review information from the NJDOE website: https://www.nj.gov/education/assessment/.

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**ElA and Math Assessment Requirements for the Class of 2018**

<table>
<thead>
<tr>
<th>Three Pathways Available</th>
<th>English Language Arts (ELA)</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Pathway</td>
<td>PARCC ELA Grade 9 &gt;= 750 (Level 4)</td>
<td>PARCC Algebra I &gt;= 750 (Level 4)</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>PARCC ELA Grade 10 &gt;= 750 (Level 4)</td>
<td>PARCC Geometry &gt;= 725 (Level 3)</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>PARCC ELA Grade 11 &gt;= 725 (Level 3)</td>
<td>PARCC Algebra II &gt;= 725 (Level 3)</td>
</tr>
<tr>
<td>Second Pathway</td>
<td>SAT Critical Reading (taken before 3/1/16) &gt;= 400</td>
<td>SAT Math (taken before 3/1/16) &gt;= 400</td>
</tr>
<tr>
<td>Take and Pass one of the Alternative Assessments</td>
<td>SAT Evidence-Based Reading and Writing Section (taken 3/1/15 or later) &gt;= 450</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>SAT Reading Test (taken 3/1/16 or later) &gt;= 22</td>
<td>SAT Math Section (taken 3/1/16 or later) &gt;= 440</td>
</tr>
<tr>
<td></td>
<td>ACT Reading or ACT PLAN Reading² &gt;= 16</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>Accuplacer WritePlacer &gt;= 6</td>
<td>ACT or ACT PLAN³ Math &gt;= 16</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>Accuplacer WritePlacer ESL &gt;= 4</td>
<td>Accuplacer Elementary Algebra &gt;= 76</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) &gt;= 40</td>
<td>PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) &gt;= 40</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) &gt;= 22</td>
<td>PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) &gt;= 22</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>ACT Aspire Reading³ &gt;= 422</td>
<td>ACT Aspire Math³ &gt;= 422</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>ASVAB-AFQT Composite &gt;= 31</td>
<td>ASVAB-AFQT Composite &gt;= 31</td>
</tr>
</tbody>
</table>

*Note: * Test is no longer administered but can be used for the graduating year.

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REMOVE 2018 AND INSERT 2022 AT END OF THIS SECTION
### ELA and Math Assessment Requirements for the Class of 2019

<table>
<thead>
<tr>
<th>Three Pathways Available</th>
<th>English Language Arts (ELA)</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Pathway</strong>&lt;br&gt;Take and Pass a PARCC Test</td>
<td>PARCC ELA Grade 9 &gt;= 750 (Level 4)&lt;br&gt;PARCC ELA Grade 10 &gt;= 750 (Level 4)&lt;br&gt;PARCC ELA Grade 11 &gt;= 725 (Level 3)</td>
<td>PARCC Algebra I &gt;= 750 (Level 4)&lt;br&gt;PARCC Geometry &gt;= 725 (Level 3)&lt;br&gt;PARCC Algebra II &gt;= 725 (Level 3)</td>
</tr>
<tr>
<td><strong>Second Pathway</strong>&lt;br&gt;Take and Pass one of the Alternative Assessments</td>
<td>SAT Critical Reading (taken before 3/1/16)&lt;br&gt;SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later)&lt;br&gt;SAT Reading Test (taken 3/1/16 or later)&lt;br&gt;ACT Reading or ACT PLAN Reading*&lt;br&gt;Accuplacer WritePlacer&lt;br&gt;Accuplacer WritePlacer ESL&lt;br&gt;PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15)&lt;br&gt;PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later)&lt;br&gt;ACT Aspire Reading*&lt;br&gt;ASVAB-AFQT Composite</td>
<td>SAT Math (taken before 3/1/16)&lt;br&gt;SAT Math Section (taken 3/1/16 or later)&lt;br&gt;SAT Math Test (taken 3/1/16 or later)&lt;br&gt;ACT or ACT PLAN* Math&lt;br&gt;Accuplacer Elementary Algebra&lt;br&gt;PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15)&lt;br&gt;PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later)&lt;br&gt;ACT Aspire Math*&lt;br&gt;ASVAB-AFQT Composite</td>
</tr>
<tr>
<td><strong>Third Pathway</strong>&lt;br&gt;Portfolio Appeals</td>
<td>Meet the criteria of the NJDOE Portfolio Appeal for ELA</td>
<td>Meet the criteria of the NJDOE Portfolio Appeal for Math</td>
</tr>
</tbody>
</table>

*Note: *Test is no longer administered but can be used for the graduating year.
**ELA and Math Assessment Requirements for the Class of 2020**

This guidance document has been updated with additional information to reflect grade requirements (e.g., PARCC ELA Grade 10) effective September 9, 2016. New Jersey Department of Education staff are currently conducting assessment outreach across New Jersey to inform potential changes to our statewide assessment system, including graduation requirements. Please email concerns or feedback to: assessment@nj.gov

<table>
<thead>
<tr>
<th>Three Pathways Available</th>
<th>English Language Arts (ELA)</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Pathway</strong></td>
<td>Take and Pass PARCC ELA Grade 10 &gt;=750 (Level 4)</td>
<td>Take and Pass PARCC Algebra I &gt;= 750 (Level 4)</td>
</tr>
<tr>
<td><strong>Second Pathway</strong></td>
<td>PARCC ELA Grade 9 &gt;= 750 (Level 4) or PARCC ELA Grade 11 &gt;= 725 (Level 3) or SAT Reading Test or ACT Reading or ACT PLAN Reading** or Accuplacer WritePlacer or Accuplacer WritePlacer ESL or PSAT10 Reading or PSAT/NMSQT Reading or ACT Aspire Reading** or ASVAB-AFQT Composite</td>
<td>PARCC Geometry &gt;= 725 (Level 3) or PARCC Algebra II &gt;= 725 (Level 3) or SAT Math Test or ACT or ACT PLAN Math** or Accuplacer Elementary Algebra or PSAT10 Math or PSAT/NMSQT Math or ACT Aspire Math** or ASVAB-AFQT Composite</td>
</tr>
<tr>
<td><strong>Third Pathway</strong></td>
<td>Meet the criteria of the NJDOE Portfolio Appeal for ELA</td>
<td>Meet the criteria of the NJDOE Portfolio Appeal for Math</td>
</tr>
</tbody>
</table>

Note: **“Eligible” is defined as a student who is enrolled in a high-school level course for which there is a PARCC test and receives a valid score. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11. **The PARCC is suspended temporarily to meet the math assessment requirements for students in the Classes of 2020 and 2021 who completed an Algebra I course prior to the September 9, 2016 effective date of the new high school assessment regulations.”

**ELA and Math Assessment Requirements for the Class of 2021**

<table>
<thead>
<tr>
<th>Two Pathways Available</th>
<th>English Language Arts (ELA)</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Pathway</strong></td>
<td>Take and Pass PARCC ELA Grade 10</td>
<td>Take and Pass PARCC Algebra I**</td>
</tr>
<tr>
<td><strong>Second Pathway</strong></td>
<td>Meet the criteria of the NJDOE Portfolio Appeal for ELA</td>
<td>Meet the criteria of the NJDOE Portfolio Appeal for Math</td>
</tr>
</tbody>
</table>

Note: **“Eligible” is defined as a student who is enrolled in a high-school level course for which there is a PARCC test and receive a valid score. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11. **The NJDOE is providing flexibility to meet the math assessment requirement for students in the Classes of 2020 and 2021 who completed an Algebra I course prior to the September 9, 2016 effective date of the new high school assessment regulations.”
### FOUR-YEAR ACADEMIC FRAMEWORK

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>Credits</th>
<th>SOPHOMORE</th>
<th>Credits</th>
<th>JUNIOR</th>
<th>Credits</th>
<th>SENIOR</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>1</td>
<td>English 2</td>
<td>1</td>
<td>English 3</td>
<td>1</td>
<td>English 4</td>
<td>1</td>
</tr>
<tr>
<td>U.S. History 1</td>
<td>1</td>
<td>U.S. History 2</td>
<td>1</td>
<td>World History</td>
<td>1</td>
<td>(Social Studies or other elective)</td>
<td>(1)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>Mathematics</td>
<td>1</td>
<td>Mathematics</td>
<td>1</td>
<td>(Math or other elective)</td>
<td>(1)</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>Science</td>
<td>1</td>
<td>Science</td>
<td>1</td>
<td>(Science or other elective)</td>
<td>(1)</td>
</tr>
<tr>
<td>World Language</td>
<td>1</td>
<td>(World Language or other elective)</td>
<td>(1)</td>
<td>(World Language or other elective)</td>
<td>(1)</td>
<td>(World Language or other elective)</td>
<td>(1)</td>
</tr>
<tr>
<td>Related Arts (Visual &amp; Performing Arts OR 21st Century Life &amp; Careers or Career-Technical Ed.)</td>
<td>1</td>
<td>Related Arts (Visual &amp; Performing Arts OR 21st Century Life &amp; Careers or Career-Technical Ed.)</td>
<td>1</td>
<td>(V&amp;PA, 21CL&amp;C/C-TE or other elective)</td>
<td>(1)</td>
<td>(V&amp;PA, 21CL&amp;C/C-TE or other elective)</td>
<td>(1)</td>
</tr>
<tr>
<td>Freshman Health &amp; Physical Education</td>
<td>1</td>
<td>Driver Education &amp; Physical Education</td>
<td>1</td>
<td>Junior Health &amp; Physical Education</td>
<td>1</td>
<td>Senior Health &amp; Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>(additional elective)</td>
<td>(1)</td>
<td>(additional elective)</td>
<td>(1)</td>
<td>(additional elective)</td>
<td>(1)</td>
<td>(additional elective)</td>
<td>(1)</td>
</tr>
<tr>
<td>Personal Financial Literacy (PFL)</td>
<td>(0.5 credit minimum - once over four years)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

New Jersey Department of Education (NJDOE) requires 24 credits for graduation. Graduation requirements are **bolded**. Courses beyond NJDOE minimum requirements are *italicized*. Most Northern Valley Regional High School (NVRHS) students earn credits beyond the minimum required.

NVRHS students must take a minimum of seven credits each year. Students are strongly encouraged to consider taking eight credits each year where appropriate and when considered in the context of the individual student schedule, goals, interests, commitments and responsibilities.

1. Students may defer World Language until 10th grade if no elective can be scheduled. College-bound students are strongly encouraged to complete two or more sequential years in the same language. Competitive colleges generally expect more than two years of World Language.

2. Over four years, one Related Arts course must fulfill “Visual & Performing Arts” standards and one must fulfill “21st Century Life & Careers or Career-Technical Ed.” standards. Students may take two Related Arts courses in 9th grade - these may be in the same subject area if desired. Some colleges (such as California state schools) have specific ‘Fine & Performing Arts’ requirements. Consult individual colleges for clarification.

3. NJDOE requires Physical Education/Health/Driver Education enrollment for each year enrolled in a New Jersey public school.

4. Students may fulfill this PFL requirement anytime over the four years through approved courses, including approved summer school.
The NJDOE requires students to fulfill one credit in each of the two following elective areas: Visual and Performing Arts and 21st Century Life and Careers or Career-Technical Education. Through Option 2, students may stay within some subject areas and still complete graduation requirements. However, only certain courses in Visual and Performing Arts fulfill the requirements of 21st Century Life and Careers or Career-Technical Education, and vice versa.

Courses that qualify for Visual and Performing Arts requirement:
- All courses in the Music Department
- All courses in the Theatre Arts Department
- All courses in the Visual Arts Department
  - Child Development 1; Child Development 2; Advanced Child Development Honors
  - Culinary Arts 1; Advanced Culinary Arts courses
  - Marketing 1; Marketing 2; Marketing 3H
  - Technical & Architectural Drawing courses
  - Woodworking Processing & Products 1 (Beginning 2016-17); Woodworking Processing & Products 2

Courses that qualify for 21st Century Life and Careers or Career-Technical Education requirement:
- All courses in the Business Education Department
- All courses in the Family and Consumer Sciences Department
- All courses in the Technology & Engineering Department
  - Choir 1; String Orchestra 1; Wind Symphony 1
  - Music Theory & Technology
  - Theatre Arts 1; Stagecraft & Design 1, 2, 3
  - Advanced Digital Art & Animation
  - Digital Art & Design
  - Digital Photography or Printmaking & Photography
  - Journalism 1, 2H or 3H

In addition to these two elective requirements, students must take .5 credits in Financial, Economic, Business and Entrepreneurial Literacy (Personal Financial Literacy or ‘PFL’). Courses that may satisfy this requirement include:
- AP Macroeconomics & AP Microeconomics (taken together)
- Business and Personal Finance (Business Organization and Management)*
- Economics
- Life Skills*
- Personal Financial Literacy
- NVRHS ‘Summer School’ Personal Financial Literacy (hybrid course)
- Pre-approved, accredited, virtual or traditional course in Personal Financial Literacy offered outside of Northern Valley (if the above options cannot be accommodated).

*Note: Life Skills or Business and Personal Finance (Business Organization and Management) may not be used to satisfy both the Financial, Economic, Business and Entrepreneurial Literacy (PFL) and the 21st Century Life and Careers or Career-Technical Education requirements simultaneously.

NVRHS courses fulfill NJDOE graduation requirements.

Some colleges (such as California state schools) have specific Fine & Performing Arts requirements. Consult individual colleges for clarification.
Core academic courses in English, Mathematics, Science and Social Studies are currently offered at more than one level: College Prep, College Prep Enriched, Honors and Advanced Placement.

**Replacement & Special Programs** (Special Education only) – Course title only noted on the transcript. Courses at this level are designed to fulfill the New Jersey Student Learning Standards while providing appropriate modifications and/or accommodations. (These courses carry Standard GPA weight).

**College Prep** (referred to as ‘CP’) – Course title only noted on the transcript. Courses at this level fulfill the New Jersey Student Learning Standards while providing appropriate scaffolding for students. The curriculum is the same as the ‘CPE’ level. Students may need reinforcement of some skills but are encouraged to develop more independence. Students creating consistent success at this level might consider challenging themselves in College Prep Enriched courses. (These courses carry Standard GPA weight).

**College Prep ‘Enriched’** (referred to as ‘CPE’) – Course title noted with an (E) on the transcript (as of 2017-18). Our most common course level, these courses fulfill the New Jersey Student Learning Standards with an expectation that students practice more independence and require less scaffolding than those in college prep. Students creating consistent success at this level might consider challenging themselves in the Honors level or AP courses. (These courses carry additional GPA weight of .25 as of 2018-19).

**Honors** – Noted with ‘H’ or ‘Honors’ on the transcript. Courses at this level require regular independence. It is assumed students can consistently apply the content beyond the standard expectations. Often these courses include additional work. They are generally the highest academic rigor in a particular grade level and content area. Students creating consistent success at this level should feel confident attempting AP work when available. (These courses carry additional GPA weight of 1.00).

**Advanced Placement** – Noted with ‘AP’ on the transcript. These courses represent the highest academic level. Courses must follow an approved college-level curriculum reviewed by the CollegeBoard. Students are expected to accomplish sustained work at a college level, having the potential to earn college credit through a standardized exam. (These courses carry additional GPA weight of 1.25).

To assist in making data-driven and appropriate recommendations, criteria and performance data are shared among the high schools and the middle schools for incoming 9th graders, as well as among teachers and supervisors in the high school for rising 10th, 11th and 12th graders.

When evaluating which academic levels students will find the most success, teachers consider grade performance and testing data. Simultaneously, consideration is given to where students stand along a continuum in the following mindsets and behaviors:

- Ability to think critically and abstractly
- Ability to work independently
- Active oral participation (including speaking in World Language)
- Interest and ability to be persistent problem solvers
- Interest and ability to read independently
- Interest and ability to write both formally and creatively
- Participation in class discussions and activities
- Self-motivation
- Work ethic

Generally, the stronger classroom and testing performance a student has, and the further along the continuum students are in most of the above-listed elements, the higher the recommended academic level.

Likewise, success in one academic level can often suggest consideration of a higher academic level moving forward. Decisions and discussions about course level should involve teacher, parent, student, counselor, and supervisor.

While Northern Valley prides itself on offering various academic levels designed to meet students needs, it is our philosophy that students can challenge themselves as they progress through high school provided they are willing, able, and prepared to support themselves appropriately.

We continue to reiterate our message that students need to balance course and level choices in light of the whole academic load as well as extracurricular and other responsibilities out of the classroom.
GPA AND GRADE SCALE:
100-point scale course grades correlate to letter grades. Final letter grades convert to a 4.0 GPA scale (revised starting Fall 2018). Prior to 2018-19, Honors and AP courses received +1.0 in the weighted GPA. Beginning 2018-19, Enriched (E), Honors (H) and Advanced Placement (AP) courses receive additional GPA weight according to the table below.

Grade point average (GPA) is calculated using the final grades in all courses completed. Un-weighted GPA includes grades in all courses - with no reflection of weight for any course. Weighted GPA includes grades for all courses – with reflections of weight for qualifying courses. As of 2018-19, qualifying courses include those with (E), Honors or AP titles.

While grades for remedial courses are included in the GPA, grades for new credit courses taken during summer school, through virtual schools or through a third party provider are not included. Transfer grades from other schools are converted into the Northern Valley grading scale and included where possible; otherwise, they are awarded P or F based on passing or failing status of each course. These do not calculate into the GPA. Official GPA is calculated at the conclusion of the 4th, 6th, 7th and 8th semesters. Final letter grades are converted to the 4.0 scale (see table).

### GRADE SCALE - REVISED 2018-19

<table>
<thead>
<tr>
<th>PERCENT RANGE</th>
<th>LETTER GRADE</th>
<th>PRIOR TO FALL 2018 STANDARD GPA VALUE</th>
<th>FALL 2018 FORWARD: STANDARD GPA VALUE</th>
<th>E GPA VALUE (+.25)</th>
<th>HONORS GPA VALUE (+1.00)</th>
<th>AP GPA VALUE (+1.25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>98 - 100</td>
<td>A+</td>
<td>4.4</td>
<td>4.33</td>
<td>4.58</td>
<td>5.33</td>
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<td>5.00</td>
<td>5.25</td>
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<tr>
<td>90 - 91</td>
<td>A-</td>
<td>3.6</td>
<td>3.67</td>
<td>3.92</td>
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<td>88 - 89</td>
<td>B+</td>
<td>3.4</td>
<td>3.33</td>
<td>3.58</td>
<td>4.33</td>
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<tr>
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<td>3.25</td>
<td>4.00</td>
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<td>B-</td>
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<td>2.92</td>
<td>3.67</td>
<td>3.92</td>
</tr>
<tr>
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<td>C+</td>
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<td>2.33</td>
<td>2.58</td>
<td>3.33</td>
<td>3.58</td>
</tr>
<tr>
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<tr>
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<td>C-</td>
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<td>D+</td>
<td>-</td>
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<td>2.33</td>
<td>2.58</td>
</tr>
<tr>
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<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Weighted values are added for grades earned in (E) level, Honors and Advanced Placement courses according to the table above. For example, a grade of ‘B’ earned in English 2 Honors is calculated as a 4.0 for GPA calculation purposes. In the 7th semester, the GPA values for courses in progress are multiplied by half of the potential credits. For example, a course bearing 1.0 potential credit has a credit value of .5 for GPA calculation purposes. Each eligible course’s GPA value is multiplied by the credits earned (half credits for courses in progress 7th semester) to determine quality points. GPA value is the total quality points earned divided by total credits attempted (half credits for courses in progress 7th semester).

CLASS RANK:
The academic environment at Northern Valley is very challenging, and the majority of our students earn exemplary grades. Comparisons among students inherent in class rank unnecessarily increase competition among students. Further, we believe that our students’ levels of achievement are not equitably or fully communicated by this single statistic. Therefore, beginning with the class of 2017 Northern Valley no longer publishes class rank, percentile or decile.

The three students earning the highest 7th semester GPAs will be designated valedictorian, salutatorian and class essayist. Only students who have concluded two, full, consecutive years at Northern Valley by 7th semester will be considered for these graduation distinctions.
Honor Roll

- Students eligible for the **High Honor Roll** must earn nothing less than an A on their report cards.
- Students eligible for the **Honor Roll** must earn nothing less than a B and at least two A's on their report cards.
- Students eligible for the **Credit List** must earn nothing less than a B on their report cards.

**Note:** A grade of "I" (incomplete) excludes a student from honor rolls. Dropped courses may exclude a student from honor rolls.
Planning courses is one of the most important aspects of the high school experience. To meet with success in this process, families must become educated to make wise scheduling decisions. As scheduling is very individualized, course and course level choices must be made while considering the students’ current and future goals, their personal interests, and their current academic development. In addition, students need to consider choices in light of a balance between their whole academic course load and their responsibilities out of the classroom.

During the scheduling meeting, students work with their counselors to make course requests based on all these considerations, while addressing graduation requirements, teacher recommendations, prerequisites, the Four-Year Academic Framework and Career Pathways.

Northern Valley students enjoy an extensive range of courses from which to choose - across all educational levels and in both academic and ‘related arts’ areas. 9th and 10th graders have opportunities to build a solid and rigorous foundation while exploring course options. Many honors and Advanced Placement courses to offer challenges along the way. 11th and 12th graders have access to dual-enrollment course offerings for college credit. 12th graders options for independent study, Structured Learning Experiences (SLE) and early college enrollment. While the district requires students to take a minimum of seven (7) courses, nearly all students may take eight (8) courses each year. Opportunities abound: taking academically challenging courses, exploring career interests, developing an avocation, learning a new skill, relieving stress or qualifying for special college programs.

With all of these opportunities, we urge all parents and students to engage actively in evaluating current academic progress, researching course options and honestly assessing future capability. You are strongly encouraged to access the scheduling resources on the Guidance Department homepage, including the Course Selection Sheets and the Program of Studies. This critical resource includes course descriptions, the Four-Year Academic Framework, Career Pathways Outline, graduation requirements, course overview and much more. Please research our offerings and discuss course planning with your child.

Middle School families are encouraged to attend our Middle School Scheduling Nights in January. High School families are urged to attend our Program of Studies Nights in February. There, we will review the scheduling process, program offerings, courses, graduation requirements, and other scheduling topics. Middle School parents may reach out to their counselor with additional questions connected to the scheduling conference. High School parents may contact the student’s counselor directly and are also welcome to attend the scheduling conferences. Please make the time to review the resources in this scheduling process, and remember that your counselors, teachers, and supervisors are here to support your child along the way. Given the increasingly complex nature of our carefully built master schedule, we ask that all course selections be completed by the third week in March - we will not be able to accommodate any schedule changes after that time.

Incoming 9th-grade course level recommendation criteria - including academic achievement, mindsets, test scores and earned grades - are developed through articulation meetings between the middle schools and the high schools to help place students where they will most likely find initial success. Earned high school grades are shared with 8th-grade teachers and administrators each year, allowing feedback to the middle schools to make data-driven decisions in the recommendation process. Rising 10th, 11th and 12th graders enjoy similar articulation among teachers and supervisors from year to year. Grades, performance, and mindsets are also taken into consideration. As such the recommendations while in high school remain data-driven.

Teachers consider many factors when making academic level recommendations, including student mindset, assessment performance, class participation, engagement in coursework and consistency in completing assignments. Teachers make recommendations based on where they predict the student will find the most success. Likewise, families should consider a number of factors when selecting courses, including student interests, overall course load, short and long-term goals, college and career plans, academic ability, learning needs, time demands and stress management issues.

While Northern Valley prides itself on offering various academic levels designed to meet students needs, it is our philosophy that students can challenge themselves as they progress through high school provided they are willing, able, and prepared to support themselves appropriately. Middle School students receive course recommendations in January. Rising 9th graders should consult with their sending district principals to learn more about their course level appeal process. High School students receive course recommendations in February. High School students are encouraged to discuss recommendations with their teachers. However, any appeals to the recommendation must be addressed with the subject supervisor.

While teachers make level recommendations with the student’s best interest in mind, Northern Valley allows 10th, 11th and 12th-grade students to challenge themselves to more rigor through either ‘Earn In’ (see ‘Earn In’) or qualified ‘Waiver’ (see ‘Waiver Process’). These methods should be accessed only after honest and careful consideration.
Schedule Changes - Course Requests

After the request deadline date has passed (End of March), students may not alter their course requests. Any appeal for a course request change must be initiated in writing by the parent and requires a discussion or conference with the Guidance Counselor before being reviewed by the District Director of Guidance, Subject Supervisors and Principal.

Scheduling - Changes to Academic Schedule and Elective Courses

Once the school year has begun, a change to the schedule may be permitted for the following reasons:

- To resolve schedule conflicts or correct clerical errors.
- Child Study Team recommendation.
- Intervention and Referral Services (I&RS) or 504 Committee recommendation.
- Teacher, subject supervisor and counselor agree that the selection of a course was inappropriate due to indicators such as previous grades, standardized test scores or classroom performance.
- Student repeats a course taught by the same instructor he or she has previously failed or in which there was an unresolvable conflict (based on staffing ability).

Schedule changes other than for the reasons listed above will only be considered after the completion of the initial, four-day schedule rotation. Any such request must be initiated in writing by the parent and requires a discussion or conference with the guidance counselor before being reviewed by the District Director of Guidance, Subject Supervisors and Principal.

Changing courses after the academic year has started can be very disruptive to a student’s schedule and may impact courses other than the primary one being adjusted. Elective course changes may not be permitted if they interfere with academic courses already scheduled. In addition, the administration may consider such factors as: minimum and maximum class size, teacher’s total student course-load, physical room size and district budgetary staffing requirements.

Students may not be permitted to enter a full year course after 14 class meeting days. Students may not be permitted to enter a 1/2 year course after 7 class meeting days.

For any approved schedule changes, the student is responsible for completing any missed work. Appeals to decisions follow the district’s posted Procedures for Processing Concerns – ‘Chain of Command.’ (see student handbook).

Scheduling – Withdrawals

A student who withdraws from a course prior to the close of the initial marking period for that course will have no entry on his/her permanent record nor on his/her report card.

In full-year courses, after the close of the first marking period and prior to the close of the second marking period, a student who withdraws from a course will receive a “W” indicating withdrawal passing or a “U” indicating withdrawal failing. This grade will not be included in the GPA computation.

After completion of 50% of the course, the student is not permitted to withdraw. A student who is withdrawn due to a violation of the attendance/cutting policy will receive a “T” on his/her transcript and will not receive any course credit. This grade may be included in the computation of the GPA.

Students carry earned grades with them when they change course sections and/or when they move from one academic level to another. For example, a student will carry a D 65 earned in a Geometry H to a Geometry (E) course and will have the opportunity to improve that grade with subsequent work in the course.

Students are expected to maintain the seven (7) credit requirement.
Waiver Process
High school students currently in 9th, 10th, or 11th grade may be eligible to apply for a maximum of two waivers per academic year into an Honors or Advanced Placement course provided that they meet one of the following criteria:

- be in an Honors class but not receive teacher recommendation for the next level Honors/Advanced Placement course and have a minimum cumulative grade of C+ at the time of recommendation, including 1st and 2nd marking periods and midterm exam (SI) and maintain that C+ average for the F1 grade.
- be in a ‘CPE’ (Enriched) class without being recommended for the Honors/Advanced Placement level and have a minimum cumulative grade of B+ at the time of recommendation, including 1st and 2nd marking periods and midterm exam (SI) and maintain that B+ average for the F1 grade.
- be in an Honors/Advanced Placement class, be recommended to move on to the next level course but receive a final grade of C or lower. That student will be counseled either to exit the honors/advanced placement level or to sign a waiver to remain in the honors/advanced placement class.

Note: since students may only apply for a maximum of two (2) waivers per year, if a student falls into this category and has already signed waivers for two other classes, he/she must withdraw a waiver previously submitted and the schedule will be changed accordingly

Honors course waivers will be considered for the following: English 2H, 3H, 4H (Phil. & Lit. of Asia; Myth & Arch. Lit.); Geometry H, Algebra 2H, Precalculus H; Chemistry H, Physics H; World History H; Chinese, French, Italian, Japanese, Korean, Latin, Spanish 2H, 3H, 4H

Advanced Placement course waivers will be considered for the following: Biology, Calculus AB, Calculus BC, Chemistry, Chinese, English Literature & Composition, French, Italian, Japanese, Physics 1, Physics 2, Physics C: Mechanics and Electricity & Magnetism, Spanish, United States History, World History

NOTE:
- Students may not waive into both AP Calculus AB and AP Physics C
- Students must be enrolled in Precalculus Honors to waive into AP Calculus AB
- Students may not waive from Precalculus Honors into AP Calculus BC unless recommended to AP Calculus AB
- Students must be enrolled in AP Physics 1 to waive into AP Physics 2

In the event of limited space in the class, recommended students will have priority over waiver students for enrollment.

The following steps must be completed in order to receive a waiver. The student must:

1. Meet with the guidance counselor to review recommendations, verify S1 grades and discuss potential outcomes of waiving. Complete the waiver form and obtain the counselor's signature.
2. Obtain teacher's signature to verify that the student and teacher discussed potential outcomes of waiving.
3. Attend mandatory evening meeting with their parent conducted by the subject supervisor of the content area for which a waiver is being requested to review the requirements of the Honors/Advanced Placement program. Bring the waiver form to the evening meeting for attendance verification.
4. Submit the waiver form with the evening meeting attendance verification for each waiver requested (maximum of two per student) to the guidance office for Supervisor and Principal review.

Parent and student signatures acknowledge: the requirements and demands of the honors/advanced placement course; willingness to enroll in the course without the recommendation of the faculty; maximum of two waivers per year; withdrawals from course follows standard parameters, namely:

- No transcript notation if withdrawn by end of Q1.
- Transcript notation of U (Withdrawn Fail) or W (Withdrawn Pass) if withdrawn by end of Q2.
- No withdrawal permitted after the start of Q3.

Note: Earned grade and/or grade in progress travels with the students. An updated transcript will be sent to colleges in the case of any 12th-grade course changes.

Placement into a new course:

- Placement into a lower-level course if offered and if space is available (example: AP U.S. History to U.S. History 2; Algebra 2 H to Algebra 2 (E));
- Entry in a new course in a different department pending the subject supervisor's approval provided that the request is made prior to 14 class meetings; or
- Auditing of a ½ year elective followed by entry into a new ½ year elective for the second semester with the approval of the subject supervisor; or
- Entry into a new ½ year elective in the second semester.

Students considering the use of a waiver should maintain the required average throughout the year. Students who do not qualify at the time of the waiver but who are still interested in challenging themselves to seek a higher level should reach out to the supervisors to discuss options. Waiver consideration can be reviewed by supervisors at the end of the academic year.
**COURSE LEVEL EARN IN / STAY IN**

**Earn In / Stay In**
High school students may remain in a particular course level or move up to a higher course level without a teacher recommendation based on grades earned.

For a student to remain at a course level:
- A teacher recommendation is not required for a student to remain in a specific academic level if the student achieves and maintains an 80 (B-) in that academic level.
- The teacher will indicate that the student has ‘earned in’ to the present level in the recommendation comment area.

For a student to ‘move up’ to a higher course level (From ‘CP’ to ‘CPE’ (Enriched) or from ‘CPE’ (Enriched) to Honors (or the sequential AP)):
- A teacher recommendation is not required for a student to ‘move up’ an academic level if a student achieves and maintains a 92 in the present academic level.
- The teacher will indicate that the student has ‘earned in’ to the higher level in the recommendation comment area.

**ACADEMIC SUPPORT SERVICES**

Students are encouraged to utilize the support services available in the building.

**Extra Help**: Extra help with classroom teachers is available daily after the last period (2:36 - 3:00). Students should confirm meetings with teachers in advance.

**Math Center and Writing Center**: Lunchtime sessions in mathematics and writing are available daily. Students sign up in advance for sessions.

**Honor Society Tutors**: Peer tutors are available through the National Honor Society. Meetings often occur at lunch or after school.
Career Pathways are opportunities for students to design an educational program aligned with possible post-secondary college or career interests. Elective course clusters are sequenced for students to follow a career path. Students can select their rigorous required courses and electives to create a “mini-major” or concentration of courses that will be helpful as they pursue post-secondary opportunities. Please note that students are not locked into any of the career clusters, and may opt to choose a variety of elective courses to explore potential opportunities.

**BUSINESS, LAW & GOVERNMENT**

**BUSINESS MANAGEMENT & ADMINISTRATION**
- 21st Century Business Apps
- AP Language & Composition
- Business & Personal Finance (Business Organization & Management)
- Entrepreneurship & Management
- International Business Honors
- Speech & Debate
- Trig/Statistics or AP Statistics
- World Language

**MARKETING, SALES & SERVICE**
- 21st Century Business Apps
- Accounting Honors
- Advanced Digital Art & Animation
- Advanced Journalism 2 Honors, 3 Honors
- AP Language & Composition
- Business Law
- Business & Personal Finance (Business Organization & Management)
- Creative Writing & Nonfiction Writing
- Culinary Arts 2: Contemporary and Artisanal Cuisine
- Digital Art & Design
- Economics / AP Economics
- Entrepreneurship & Management
- International Business Honors
- Journalism 1
- Marketing 1, 2, 3 Honors
- Sociology & Psychology
- Speech & Debate
- Trig/Statistics or AP Statistics
- World Language

**GOVERNMENT & PUBLIC ADMINISTRATION**
- American Studies
- AP Government & Politics
- AP Language & Composition
- Constitutional Law
- Economics / AP Economics
- European History AP
- Sociology & Psychology
- Speech & Debate
- Trig/Statistics or AP Statistics
- World Language

**FINANCE**
- Business & Personal Finance (Business Organization & Management)
- 21st Century Business Apps
- Accounting Honors
- Entrepreneurship & Management
- International Business Honors
- Economics/AP Economics
- Personal Financial Literacy
- Trig/Statistics or AP Statistics
- World Language

**RELATED CAREERS / FIELDS**

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<tr>
<th>Accounting</th>
<th>Financial Advisor</th>
<th>Marketing Manager</th>
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<tr>
<td>Advertising</td>
<td>Financial Analyst</td>
<td>Operations Research Analyst</td>
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<td>Banking</td>
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<td>Business Operations Manager</td>
<td>Graphic Designer</td>
<td>Promotions</td>
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<tr>
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<td>Civil Service</td>
<td>International Sales</td>
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<td>Entrepreneur, Education</td>
<td>Law Enforcement</td>
<td>Sports &amp; Entertainment Management</td>
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<tr>
<td>FBI</td>
<td>Lawyer</td>
<td>Stock Trader</td>
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<tr>
<td>FDA</td>
<td>Market Research Analyst</td>
<td>USDA</td>
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FINE, PRACTICAL & PERFORMING ARTS

HOSPITALITY & TOURISM
- AP Government & Politics
- Business Law
- Business Organization & Management
- Culinary Arts 1-2
- Economics / AP Economics
- Entrepreneurship & Management
- International Business Honors
- World Language

EDUCATION & TRAINING
- Advanced Child Development Honors
- Art Experience
- Child Development 1-2
- Concert Chorus/Choir 1
- Creative Writing/Nonfiction Writing
- Life Skills
- Psychology & Sociology
- Speech & Debate
- World Language

LAW, PUBLIC SAFETY & SECURITY
- AP European History
- AP Government & Politics

AP Language & Composition
- Child Development
- Constitutional Law
- Speech & Debate
- Theatre Arts
- Economics/AP Economics
- Forensic Science
- International Business Honors
- Life Skills
- Psychology & Sociology
- World Language

HUMAN SERVICES
- 21st Century Business Apps
- Advanced Child Development Honors
- American Studies
- Child Development 1, 2
- Constitutional Law
- Debate Economics/AP Economics
- Psychology & Sociology
- Trig/Statistics or AP Statistics
- Stats for Applied & Social Sciences
- World Language

RELATED CAREERS / FIELDS

Civil Service
Community Organizer
Corporate Training
Culinary Arts
Education
FBI

Hotel & Restaurant
Management
Human Resources
Lawyer, Law Enforcement
Political Fields
Psychologist

Social Work
Tour Guides
Travel Agent
HUMAN SERVICES

VISUAL ARTS
Advanced Digital Art & Design
AP Art History
AP Studio Art: Drawing/2D Design/3D Design
Art Experience
Digital Art & Animation
Digital Photography 1
Drawing, Painting, & Mixed Media 1
Drawing, Painting, & Mixed Media 2H
Printmaking & Photography
Three Dimensional Design
Video Game, Anime, & Comic Book Art

THEATRE ARTS
Introduction to Theater
Stagecraft and Design
Theatre Arts

MUSIC
Instrumental
AP Music Theory
Concert Band
Concert Strings
Guitar 1-2
Music Theory & Technology
String Orchestra 1-2-3 Honors
Wind Symphony 1-2-3 Honors

Vocal
AP Music Theory
Concert Choir 1-2-3 Honors
Concert Chorus
Guitar 1-2
Music Theory & Technology

CULINARY ARTS
Artisanal & World Cuisine
Baking, Pastry, & World Cuisine
Culinary Arts 1
Culinary Arts 2

HUMANITIES
American Studies
AP Art History
AP European History
AP Language & Composition
Creative Writing Creative Nonfiction Writing
Film / Cinema Studies & Criticism
Exploring Music
History of the US through Film & Media
Popular Media Studies: TV to Vlogging
Sports in History
Women in Fiction

RELATED CAREERS / FIELDS
Arts Administrator
Business Communications & Ed. Communications
Education
Entertainment
Film Maker
Food Photographer
Food Stylist
Food Writer
Journalism
Journalism, Public Relations
Media
Media/Radio/ Television Broadcasting
Music Business
Music Performance
Pastry Chef
Performing Artist
Public Relations
Publishing
Script Writer, Producer/Director
Writer
STEM

BIOMEDICAL & LIFE SCIENCES
- Advanced Bio. / Chem.
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics 1, 2, or C
- AP Statistics
- Stats for Applied & Social Sciences
- Biomedical Technology 1/1H
- Biomedical Technology 2/2H
- Precalculus
- Calculus / AP Calculus
- Multivariable Calculus
  - Honors
- Innovations & Invention

INFORMATION

TECHNOLOGY & COMPUTER SCIENCE
- 21st Century Business Apps
- AP / Computer Science A
- AP / Computer Science Principles
- AP Physics 1, 2
- Physics C: Mechanics
- Physics C: Electricity & Magnetism
- Digital Art & Design
- Computer Programming / (H)
- Marketing 1

ENGINEERING
- Innovations & Invention
- Engineering Design Honors
- STEM Capstone
- Marketing 1
- Entrepreneurship
- AP Chemistry
- AP Physics 1
- AP Physics 2
- Physics C: Mechanics
- Physics C: Electricity & Magnetism
- AP Statistics
- Stats for Applied & Social Sciences
- Precalculus
- Calculus / AP Calculus
- Multivariable Calculus Honors
- Digital Art & Design

RELATED CAREERS/FIELDS
- Biochemist & Biophysicist
- Biological Technician/Engineer
- Engineer
- Field Engineer
- Food Science
- Industrial Engineer
- Information Support Services
- Interactive Media
- Medical Scientist
- CAD Designer
- Data Systems Designer
- Microbiologist
- Network Administrator
- Network Engineer
- Pharmacist, Nursing
- Physical/Occupational Therapy
- Physicians & Surgeons
- Product Designer
- Digital Electronics Specialist
- Education
- Programming & Software Development
- Professional
- Project Manager
- Software Engineer
- System Engineer
- Technical Writer
- Web Designer
Career and Technical Education (CTE) programs are approved by the New Jersey Department of Education under the noted Classification of Instructional Programs (CIP) codes. Each CTE program consists of a three-course sequence. CTE programs are developed in collaboration with community and industry partners and are aligned and articulated with programs at the post-secondary level. Through participation in these programs, students will have an opportunity to engage with guest speakers from and field visits to business, industry, and higher education sites. Students may also participate in Career and Technical Student Organizations (CSTO’s), take approved courses for dual-enrollment/dual-credit at colleges and universities, earn industry valued-credentials, and design their own culminating senior experience reflective of their interests. In addition, students are encouraged to continue working with community partners during their senior year Structured Learning Experience (SLE) through a formal internship or intensive job shadowing. Note: students who complete the second year of the course sequence are considered concentrators; those who finish the third course in the sequence are eligible to sit for a qualifying an industry credential exam. Those who take and pass that exam are considered a completer.

BIOMEDICAL SCIENCES CTE - CIP 26.0102

Students in the Biomedical Sciences program pathway may enroll in Biomedical Technology 1, Biomedical Technology 2, and the culminating Honors Independent Study Capstone project course. The curriculum aligns with Biomedical Engineering programs at the post-secondary level. Through participation in this program, students will have an opportunity to engage with guest speakers from the health science and biomedical engineering industries, participate in small job shadowing experiences, and design their own culminating senior experience reflective of their interests in this area.

Students in this program are strongly encouraged to participate in the Technology Student Association (TSA) and may choose to join Math League, Science League, or STEM League competitions. Students will also have the opportunity to earn industry-valued credentials through NOCTI Pre-Engineering and NOCTI Biotechnology exams. Biomedical Technology 2 may be taken for dual-enrollment credit for the Fundamentals of Engineering Design course in the Biomedical Engineering department at NJIT.

CTE Course Sequence (Please see individual course descriptions for more information):
- Biomedical Technology 1, 1H
- Biomedical Technology 2, 2H
- STEM Capstone or Honors Independent Study Capstone

ENGINEERING CTE - CIP 14.0101

Students in the Engineering program pathway may enroll in Innovations & Inventions, Engineering Design Honors, and the culminating Honors Independent Capstone project course. The program generally prepares individuals to apply mathematical and scientific principles to solve a wide variety of practical problems in industry, social organization, public works, and commerce.

Students in this program are strongly encouraged to participate in the Technology Student Association (TSA), and may choose to join Math League, Science League, or STEM League competitions. Students will also have the opportunity to earn industry-valued credentials through the NOCTI Pre-Engineering exam.

CTE Course Sequence (Please see individual course descriptions for more information):
- Innovation and Inventions
- Engineering Design Honors
- STEM Capstone or Honors Independent Study Capstone

COMPUTER SCIENCE CTE - CIP 11.0701

Students in the Computer Science program pathway may enroll in Computer Programming, Computer Science Principles, and Computer Science A. The program focuses on computer theory, computing problems and solutions, and the design of computer systems and user interfaces from a scientific perspective. Instruction is provided in the principles of computational science, computer development and programming, and applications to a variety of end-use situations.

Students in this program are strongly encouraged to participate in the Technology Student Association (TSA), and may choose to join Math League, Science League, or STEM League competitions. Students will also have the opportunity to earn industry-valued credentials such as entry-level IT certifications and/or certifications in specific programming languages.

CTE Course Sequence (Please see individual course descriptions for more information):
- Computer Programming or Computer Programming H
- Computer Science Principles or AP Computer Science Principles
- Computer Science A or AP Computer Science A
## HONORS COURSES

In addition to College Prep and College Prep Enriched level courses, students may challenge themselves with additional rigor in honors courses through teacher recommendation, grade-qualified waiver or open-enrollment courses. Students are offered a range of honors-level courses, in both academic and related arts subject areas.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 1 Honors, 2 Honors</td>
</tr>
<tr>
<td></td>
<td>English 3 Honors&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Eng. 4 - World Mythology &amp; Archetypal Literature Honors</td>
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<td></td>
<td>Eng. 4 - Literature &amp; Philosophy of Asia Honors</td>
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<tr>
<td></td>
<td>Advanced Journalism 2 Honors, 3 Honors</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>Geometry Honors</td>
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<tr>
<td></td>
<td>Algebra 2 Honors</td>
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<td></td>
<td>Precalculus Honors</td>
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<tr>
<td></td>
<td>Multivariable Calculus Honors</td>
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<tr>
<td><strong>Science</strong></td>
<td>Biology 1 Honors</td>
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<tr>
<td></td>
<td>Chemistry 1 Honors</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>US History 1 Honors</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>Chinese 2 Honors, 3 Honors, 4 Honors</td>
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<tr>
<td></td>
<td>French 2 Honors, 3 Honors, 4 Honors</td>
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<tr>
<td></td>
<td>Italian 2 Honors, 3 Honors, 4 Honors</td>
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<tr>
<td></td>
<td>Japanese 2 Honors, 3 Honors, 4 Honors</td>
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<tr>
<td></td>
<td>Korean 2 Honors, 3 Honors, 4 Honors</td>
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<tr>
<td></td>
<td>Latin 2 Honors, 3 Honors, 4 Honors</td>
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<tr>
<td></td>
<td>Spanish 2 Honors, 3 Honors, 4 Honors</td>
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<tr>
<td><strong>Business</strong></td>
<td>Accounting Honors</td>
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<tr>
<td></td>
<td>International Business Honors</td>
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<tr>
<td></td>
<td>Marketing 3 Honors: Applied Marketing Principles</td>
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<tr>
<td><strong>Family &amp; Consumer Science</strong></td>
<td>Advanced Child Development Honors</td>
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<tr>
<td><strong>Music</strong></td>
<td>Choir 2 Honors 3 Honors</td>
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<tr>
<td></td>
<td>String Orchestra 2 Honors, 3 Honors</td>
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<tr>
<td></td>
<td>Wind Symphony 2 Honors, 3 Honors</td>
</tr>
<tr>
<td><strong>Technology &amp; Engineering</strong></td>
<td>Biomedical Technology 1 Honors</td>
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<tr>
<td></td>
<td>Biomedical Technology 2 Honors</td>
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<tr>
<td></td>
<td>Computer Programming Honors</td>
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<td></td>
<td>Engineering Design Honors</td>
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<tr>
<td><strong>Theatre Arts</strong></td>
<td>Theatre Arts 2 Honors, 3 Honors</td>
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<tr>
<td><strong>Visual Arts</strong></td>
<td>Drawing Painting &amp; Mixed Media 2 Honors</td>
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<tr>
<td></td>
<td>Studio Art Portfolio 1 Honors, 2 Honors</td>
</tr>
</tbody>
</table>

<sup>1</sup>Most rigorous offering - AP English Language & Composition is not an English 3 course. Courses in **Bold** fulfill core academic requirements
Advanced Placement courses are considered the most rigorous high school courses and are offered in a number of subject areas. Northern Valley Regional High School is proud to offer 31 AP courses:

### Advanced Placement Courses

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English Language &amp; Composition</td>
</tr>
<tr>
<td></td>
<td>Calculus AB*</td>
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<td></td>
<td>Calculus BC*</td>
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<tr>
<td>Mathematics</td>
<td>Computer Science A</td>
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<td></td>
<td>Statistics</td>
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<tr>
<td>Science</td>
<td>Biology*</td>
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<td></td>
<td>Chemistry*</td>
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<td></td>
<td>Environmental Science,</td>
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<td>Physics 1*</td>
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<td>Physics 2*</td>
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<td>Physics C: Mechanics*</td>
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<tr>
<td></td>
<td>Physics C: Electricity and Magnetism</td>
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<tr>
<td>Social Studies</td>
<td>European History,</td>
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<tr>
<td></td>
<td>Macroeconomics*</td>
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<tr>
<td></td>
<td>Microeconomics*</td>
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<tr>
<td></td>
<td>Psychology</td>
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<tr>
<td></td>
<td>US Government &amp; Politics</td>
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<tr>
<td></td>
<td>US History*</td>
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<tr>
<td></td>
<td>World History*</td>
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<tr>
<td>World Language</td>
<td>Chinese Language*</td>
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<td>French Language*</td>
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<td></td>
<td>Italian Language*</td>
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<td></td>
<td>Japanese Language*</td>
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<tr>
<td></td>
<td>Spanish Language*</td>
</tr>
<tr>
<td>Music</td>
<td>Music Theory</td>
</tr>
<tr>
<td>Technology &amp;</td>
<td>Computer Science Principles</td>
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<tr>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Art History</td>
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<td></td>
<td>Studio Art - Drawing</td>
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<td></td>
<td>Studio Art - 2-D Design</td>
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<tr>
<td></td>
<td>Studio Art - 3-D Design</td>
</tr>
</tbody>
</table>

1 Elective only. Does Not satisfy English 3 course requirement.  
2 Course fulfills academic graduation requirement.  
3 Macroeconomics and Microeconomics must be taken together.  
4 Starting 2018-19, World History fulfills graduation requirement and has required exam.  
5 Students starting with level 1 Spanish or French cannot take AP Spanish, as AP course is at level 5.  
6 Teacher recommendation or grade qualification and AP Exam mandatory for this course.

All AP students in all AP courses will be held to a required summative assessment of AP-aligned knowledge and skills that will be included as part of the final course grade.

Students are advised to consult with their current teachers, parents and counselors prior to selecting an AP course to determine if the selection is appropriate. Students wishing to sit for an AP exam who have not been enrolled in the AP course are to consult with the Subject Supervisor and Director of Guidance for review and consideration.

**Note:** Students taking at least one AP course must sit for a minimum of one exam (even if this is an open enrollment course). A student who does not take a required AP exam will receive a grade of “F” for the course. If a transcript has been sent to colleges, the transcript will be amended and the colleges will be notified of the change.

To support workload balance, students are limited to four AP courses in 11th grade and five AP courses in 12th grade.
Dear Student:

You are enrolled in at least one AP course. Success in an AP course and AP examination is a collaborative effort among you, your parents and your school. We each play a role and must commit to meet the expectations noted below.

**The Student** agrees to organize personal time and effort to successfully complete the AP course(s). You will notify teachers immediately if you fall behind in class readings and/or assignments. You will be expected to complete assignments, readings and projects outside of class time. You will maintain a minimum of a “C” average in the course(s). Following the test requirements listed below, you will take the AP examination(s) on the scheduled date and time as outlined by College Board. You will approach your AP examination(s) with effort that appropriately reflects the rigor of an AP course and the responsibility expected of an AP student.

**The Parent/Guardian** agrees to become familiar with and accept the AP course requirements and policies, and to help the student organize study time in support of class assignments and test preparation. The parent/guardian agrees to purchase required materials and to pay the exam fee(s) as determined by College Board. If the parent/guardian is unable to meet these requirements for financial reasons, he/she will contact the AP Coordinator immediately.

**The School (AP Teacher, AP Supervisor and AP Coordinator)** agrees to provide rigorous instruction and challenging course content as described in the *AP Course Description*. The school will provide the student with a copy of the *Bulletin for AP Students and Parents* and will administer the AP examination(s) in a fair and secure environment as outlined in the *AP Coordinator’s Manual*.

**Advanced Placement Examination:**


- The Advanced Placement examination is *required* for all students enrolled in non open-enrollment courses: Biology, Calculus AB, Calculus BC, Chemistry, Chinese Language, English Literature and Composition, French Language, Italian Language, Japanese Language, Physics 1, Physics C: Mechanics, Physics 2, Spanish Language, United States History, and World History.

- **Every** student taking at least one AP course must sit for a minimum of one AP examination (even if this is an open-enrollment course).

- A student who does not take a required AP examination will receive a grade of “F” for the course, and the GPA will be recalculated. A senior’s transcript will be amended, and the attending college notified.

I, the undersigned, agree to the conditions outlined above. I understand that the Advanced Placement examination fee will be determined by College Board for each exam. A separate communication will be sent regarding invoicing and ordering exams.

__________________________  ______________________
Student Signature  Date

__________________________  ______________________
Parent / Guardian Signature  Date
The English curriculum of the Northern Valley Regional High School District attempts to develop the reading, writing, listening, speaking, viewing, and researching skills of all of the district’s students through in-depth study of great literature and frequent writing practice. At each grade level, pupils are required to complete a research or critical paper to help them to gain facility in writing papers of length that integrate both primary and secondary sources. Moreover, classes at the scholastic, college preparatory, and honors/advanced placement levels meet the needs of all English students in the district.

Honors and Advanced Placement classes have been instituted as integral parts of our academic program. Honors courses that have more rigorous expectations are intended to prepare the student for the Advanced Placement Program. The term “Advanced Placement” is given to a college-level course, the content of which is guided by the recommended course description of the Advanced Placement Program of the College Board.

CORE ENGLISH COURSES

ENGLISH 1, 2, 3; ENGLISH 1 (E), 2 (E), 3 (E) 1

The English Program is planned to provide growth in reading, composition, and language study, according to the intellectual and social maturity of each student. To varying degrees and at different grade levels, the English program encourages students to appreciate leisure reading by studying important literature which contains ideas important to them and their society; to express themselves in both writing and speaking in an efficient, well-ordered, intelligent manner; and to develop habits of accurate thinking through constant practice and incisive teacher direction.

The study of literature helps the student to develop social and personal attitudes important for the present as well as the future. He/she learns that the ideas reflected in all literature represent an individual’s concern with the world as well as the regional community, and that his/her role in life must be a responsible, intelligent, involved, and positive one. In addition to knowing and appreciating specific literary works, the student also develops a better understanding of self through acquaintance with great literary minds and ideas. A primary objective of literature study is to equip the student with the skills and attitudes necessary to make him or her a competent and independent reader and lay critic.

At each grade level, there are three basic anthologies stressing chronological, thematic, and cultural approaches to the literature. The texts, which provide a survey, give students a familiarity with and an understanding of the major movements, literary periods, and influences which shape an important body of literature. However, the intention of each course stresses not literary history but an evaluation of the universally accepted masterpieces of literature, with an appropriate in-depth study of those masterpieces which critics, students, and teachers agree best illuminate our involvement with the universal and traditional problems in our society.

In all writing, students are taught to express themselves in clear, effective prose, with specific knowledge of their purpose and a thorough understanding of the skills and techniques essential to various forms of written communication. These skills and techniques include an emphasis on mechanics; on the study of the word, the sentence, and the paragraph as structural writing units; and on the process of organizing ideas into themes.

ENGLISH 1 HONORS, 2 HONORS, 3 HONORS 1

For students of recognized ability who demonstrate exceptional talent and intellectual maturity, honors courses are given at the ninth, tenth, and eleventh grade levels. These courses begin a three-year sequential program culminating in a college-level Advanced Placement Course given in the twelfth grade.

AP SEMINAR 1

The primary goals of the AP Seminar course are to help students understand how to study issues from multiple perspectives, evaluate source information, and then develop and communicate effectively logical, evidence-based points of view. Students will practice and apply these skills through the exploration of the complex topics and by examining a variety of and often divergent or competing perspectives.

NOTE: College Board has approved NVRHS to offer AP Seminar as part of the AP Capstone Program. NVRHS is currently reviewing its potential implementation. If offered within the English 2 Honors course, students may earn both English graduation credit and AP course credit. At this time, it is not likely to run as a separate course. Subject to changes.
ENGLISH AS A SECOND LANGUAGE 1, 2, 3, 4
ESL HIGH INTENSITY

The ESL program aims to empower English Language Learners with the academic and social linguistic skills needed to succeed in school. This includes: 1) developing the student’s speaking, listening, reading and writing skills within an academic framework that includes the content areas of mathematics, social studies, science and language arts; and 2) facilitating the student’s acculturation process through the development of social language and awareness of American culture. Placement and graduation from the program is based upon standardized testing, teacher recommendations, and academic history and achievement.

ENGLISH 4 OPTIONS
In fulfillment of English 4 requirements, students shall select from the following courses (one full year or two half-year courses).

AP ENGLISH LITERATURE AND COMPOSITION

The Advanced Placement Course, a college-level program given in the twelfth grade, is open to students who have shown exceptional ability in ninth, tenth, and eleventh grade English. This course emphasizes analytical and argumentative composition; careful analysis of novels, poems, plays, and essays; and the importance of original interpretation and research which involves the intelligent use of critical commentaries, both of which demand the incisiveness and sophistication of a sensitive and responsible reader. Students enrolled in this course will be urged to take the Advanced Placement Examination, which, if satisfactorily completed, will enable students to earn college credit or advanced standing in college English courses. The course follows the Advanced Placement Program syllabus, which emphasizes to a greater degree those basic attitudes stressed in Honors English II and III. Course requirements for all AP Courses will include participation in the AP exam published by the College Board.

ENGLISH 4 – LITERATURE AND PHILOSOPHY OF ASIA HONORS

This year long honors level course in Asian Literature endeavors to give seniors an opportunity to study an amalgam of texts that represent some of the religious and philosophical movements that have shaped both the literature and thought of both Central and East Asia. Works such as The Dhammapada, The Bhagavad Gita, The Analects, and Tao Te Ching will be juxtaposed with modern literature such as Dai Sijie’s Balsac and the Little Chinese Seamstress and Bharati Mukherjee’s Jasmine to provide pupils with an appreciation of the richness and breadth of Asian Literature. As in any honors course, students will write with insight and lucidity about the works studied in the class.

ENGLISH 4 – WORLD MYTHOLOGY AND ARCHETYPAL LITERATURE HONORS

The class objective is the study of parallel archetypes and motifs in world mythology and literature. The class will use the work of Joseph Campbell and Carl Jung as its foundation while attempting to uncover origins of symbolism and cultural ideology in seminal mythology and literature.

ENGLISH 4 – MODERN AMERICAN LITERATURE (E)

Students will explore themes relevant to the 20th and 21st century modern American experience. Students should take the skills they have acquired and apply them to a greater understanding of modern American literature and culture in order to become better readers, writers, and thinkers. They will explore themes (class, race, gender, war) relevant to contemporary American society and trace their roots back to early American literature. They will also discuss the responsibilities of citizenship while focusing on defining identity, heroism, redemption, dignity, success, and freedom as relevant to the contemporary American Dream.

ENGLISH 4 – DETECTIVE FICTION STUDIES (E)

Throughout the course of the semester, students will characterize a popular literary genre (Detective Fiction) explore its development, and understand its historical, cultural, political, social and psychological elements. Students will write argumentative, informational, and narrative essays in response to their reading and explore a balance of literary and informational texts.

ENGLISH 4 – LEGENDS AND FANTASY LITERATURE (E)

Legends and Fantasy Literature is a half-year course that meets the requirement for senior English. In this course, students will look at the fantasy genre in literature and examine its roots in Arthurian legend. We will then continue to study the hallmarks of fantasy literature as we read such classics as JRR Tolkien's The Hobbit, and modern works such as Paolo Coelho's The Alchemist. Students will also supplement the in-class readings with choice novels in the genre and complete a group project and research assignment. In Legends and Fantasy Literature, students interested in the genre will develop a greater understanding of its common themes and signature qualities as well as examine what these fantasy worlds reflect about the world we actually live in. As in any honors course, students will write with insight and lucidity about the works studied in the class.
ENGLISH 4 – PRINCIPLES OF POSITIVE PSYCHOLOGY IN LITERATURE (E) .5

Students will learn and live the Positive Psychology principles of success by reading fiction and non-fiction texts, journaling, writing non-fiction, and engaging in exercises designed to help them apply what they are learning. Because Positive Psychology is a rapidly growing field of interest, students can easily access both academic papers, articles and books written to bridge the “ivory towers” of academia with the “main streets” of society.

ENGLISH 4 – SPORTS LITERATURE (E) .5

To examine the profound influence and role sports play in American society through analysis of literature and media. The always changing, always controversial topic of sport demonstrates how language and image create a story. Sports journalism, although a non-fiction medium, can be an effective medium for analyzing the effects of language, rhetoric, bias, and style.

ENGLISH 4 – TRADITIONS IN WORLD LITERATURE (E) .5

With the world shrinking because of the development of technology, it is important for our students to have an opportunity to understand the literature of people in other parts of the world to develop an appreciation of disparate perspectives. Students will see how literatures from around the world are the result of unique cultural contexts and how texts from other cultural traditions continue and/or question aesthetic, social, and moral traditions. Students in Traditions in World Literature will continue to develop both their critical reading and expository writing skills as a core mission of the class and as a preparation for academic work at the college level.

ENGLISH 4 – CONTEMPORARY CULTURE & COMPOSITION 1

In this class, students focus on four major units of study: The Senior Experience and Application Process, Media Literacy and Civic Engagement, Ethics and Integrity, and Community and Interpersonal Development. Through reading both fiction and non-fiction texts, students will develop a recognition of bias and argument (rhetorical strategies/persuasion). In addition, students will develop visual and audio text literacy as well as media and cultural literacy and awareness. Practical application strategies for writing are emphasized, and opportunities to write for a wide variety of purposes and audiences are provided. Students also expand their social and community awareness by participating in practical learning service projects.

ENGLISH 4 – COMPOSITION AND POPULAR GENRE STUDIES 1

This course will provide students with a full year of writing instruction following a workshop model; the literary focus for this class will be a blend of different popular genres including but not limited to Sports Fiction, Fantasy Fiction, Positive Psychology, and Detective Fiction.
## ENGLISH ELECTIVES

### JOURNALISM
10-12
An integral part of the continuing attempt to improve the skills of communication, Journalism includes instruction in writing journalistic articles, gathering news for publication, editing, financing and selling a school newspaper. All students participate in publishing the school newspaper.

### ADVANCED JOURNALISM 2 Honors, 3 Honors
1
11, 12 – Prerequisite for Journalism 2H: Journalism; Prerequisite for Journalism 3H: Journalism 2H
Advanced Journalism II and III Honors, one-year electives carrying an honors credit, are courses for students who have completed Journalism I and are members of the school newspaper's editorial board. Students in this supervisory capacity will be responsible for writing and assigning articles, designing page plans, conferring with reporters, revising copy and consulting with the faculty advisor of the school paper and with the printer. Students will be expected to fulfill all obligations required for publishing the school newspaper.

### FILM/CINEMA STUDIES & CRITICISM (Formerly Film Production)
10-12
This a full year elective emphasizes film history and video production. Students will screen and analyze films that range from silent classics to recent, popular works. Besides viewing these films each week, students will make their own videos and will use video cameras to master basic shooting and computer editing techniques.

### AP ENGLISH LANGUAGE AND COMPOSITION (Not used to fulfill English 3 graduation requirement)
11, 12
This course is designed for qualified eleventh and twelfth grade students who want to improve their writing skills and prepare for the Advanced Placement exam in Language and Composition, an exam many colleges require of incoming students seeking an exemption from the typical freshman composition course. Students will read a wide selection of the various modes of non-fiction (description, exposition and argumentation), examine the strategies and techniques of effective writing, and employ these strategies and techniques in their own frequent writing assignments; these assignments will include analysis of works of non-fiction and essays on a variety of topics, with particular emphasis placed on writing argumentation. The writing assignments will reflect the types of essays students are asked to write on the AP Language and Composition exam; the analysis of writing techniques and strategies will also help students prepare for the multiple-choice questions on the exam.

### CREATIVE AND NON-FICTION WRITING
10-12
This elective combines creative writing and non-fiction writing and provides an opportunity for students to express their often suppressed inner voices through the literary media of poetry, autobiography, short story, and drama as well as various non-fiction writing such as personal essay, memoir, literary journalism, and satire. The Creative Writing portion fosters appreciation for multiple forms of creative writing. Students will develop the skills necessary to write in multiple genres, proofread and hone editorial skills by constant revision/drafting, and appreciate the value of free writing as a means to facilitate the creative writing process. The Creative Nonfiction Writing portion offers an opportunity for students to write, discuss, and evaluate a variety of creative nonfiction forms. This is a creative writing course in which students will use creative techniques to explore nonfiction topics. The course will emphasize frequent writing, peer and teacher evaluation and writing assignments that allow student choice on topic and literary forms.

### SPEECH & DEBATE
10-12
Speech and Debate is a full year elective that provides an opportunity to develop poise, confidence and style in all speaking situations. The course emphasizes public speaking, group discussions (panels, symposiums, round tables), proper articulation and pronunciation, oral interpretation of literature, parliamentary procedure and the art of conversation as well as an opportunity to develop skills such as logic and reasoning, research and analysis, and argumentative presentation. The course introduces students to different types of debates such as Lincoln-Douglas Debate, Cross-Examination, Spontaneous Argumentation, Team Policy Debate, and Parliamentary Debate.

### ELA PROFICIENCY DEVELOPMENT (9/10 and 12)
This course supports students identified as being in need of remediation in the area of English Language Arts and facilitates their progress towards successfully completing their English Language Arts New Jersey Department of Education graduation testing requirements.
10-12
This is a full year Media Studies course has units including: "Radio to Podcasts," "The Evolution of the Television from the Golden Age to Netflix," Social Media as Modern Storytelling: Digital Citizenship and Social Media as Modern Memoir," and "Performance Storytelling: Youtube and Vlogging."

GENDER STUDIES IN LITERATURE (Formerly Women in Fiction) .5

10-12
This course explores issues related to gender and the politics of gender in great works of literature. The focus is an exploration of society’s attitudes toward gender and the formation of identity.

WILD THINGS: CHILDREN'S LITERATURE .5

10-12
This semester provides an opportunity to read old-time favorites through a new lens and to find the parallels to adult classics in the process. Students will reignite a child's passion for stories by reading the works of Dr. Seuss, Maurice Sendak, Beatrix Potter, Beverly Cleary, CS Lewis, and E.B. White to name a few.
The philosophy of Northern Valley, as stated in the introduction to this program of studies indicates that our aim for every student is an understanding of the democratic way of life. The responsibility of each citizen in our democracy becomes increasingly important when we realize the role of the United States as a world power. Therefore, students in Northern Valley are required to study United States History I and II and World History.

CORE SOCIAL STUDIES COURSES

UNITED STATES HISTORY 1, 1 (E) 1

This course, required of all New Jersey high school students, develops chronologically, the history of our country from the time of Colonization through the end of the 19th Century. The growth and development of democracy is stressed. The contributions of Americans to the social, political, and economic life of the country are presented. Document Based Questions are administered twice a year in all history courses to develop students’ ability to analyze and write about historical documents. Current Events are discussed and interpreted as a link between the past and present. Emphasis is given to research and discussion skills. There is extensive use of state of the art technology.

UNITED STATES HISTORY 1 Honors (Part 1 of AP US History) 1

United States History I Honors is the first part of a two-year Advanced Placement sequence of an in-depth approach to United States History from the time of Three Worlds Meeting in the 1600’s to the period of Reconstruction. This course is designed to prepare students for the AP US History 2 course that follows. The textbook used is a college level text and the support materials are written by acknowledged American Historians. The teaching and study techniques have been chosen to prepare high school students for a deep understanding of our country’s past. It includes specific emphasis on the causation of an event and the underlying philosophy of leaders of major movements. Stress is placed on the cultural aspects of America’s development. Students are required to do specific extra reading and writing assignments, including answering document based questions, in addition to the regular requirements.

UNITED STATES HISTORY 2, 2 (E) 1

This course, required of all New Jersey high school students, deals with the history of our country from the beginning of the 20th Century through to the new millennium. It is the objective of the course to develop an understanding of the nature, accomplishments and problems of the nation so that each student will recognize his/her unique heritage. It is intended that through the study of the topics presented in this course, students will develop an understanding of national and international problems and an awareness of individual responsibilities. Document Based Questions are administered twice a year in all history courses to develop students’ ability to analyze and write about historical documents. Current events are discussed and interpreted as a link between the past and the present. There is extensive use of state of the art technology.

AP UNITED STATES HISTORY 1

This Advanced Placement course is the second part of the two year sequence of the in-depth approach to United States history from the time of the Industrial Revolution through the Administration of Barack Obama. The students will study the political, economic, social and intellectual aspects of Modern America. This concentration requires the use of a college level text along with the additional books, essays, periodicals and primary documents. The student will be expected to demonstrate mastery and understanding by presenting written essays on the aspects under study. Document based questions will continue to be used to prepare the students for the Advanced Placement Exam given each May. 

Course requirements for this AP Courses will include participation in the AP exam published by the College Board.

WORLD HISTORY, WORLD HISTORY (E) 1

This course, required of all New Jersey high school students, supports understanding and appreciation of the rich and diverse cultures of the world. The course will study the history and culture of different parts of the world on a regional basis. (Africa, Middle East, Asia, Europe, and South America.) Document Based Questions are administered twice a year in all history courses to develop students’ ability to analyze and write about historical documents. Current Events are discussed and interpreted as a link between the past and present. Student projects, some featuring the use of technology, are a significant aspect of the course.

AP WORLD HISTORY (Used to fulfill graduation requirement starting 2018-19) 1

The purpose of this Advanced Placement course is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional and technological precedents that, along with geography, set the human stage prior to 1000 C.E. This course requires reading in depth from books, essays and periodicals. The student will be expected to demonstrate mastery and understanding by presenting written essays on the aspects of the period under study. Course requirements for this AP Courses will include participation in the AP exam published by the College Board.

33
These full year courses have been designed to give the limited English-speaking student an overview of United States History as well as World History in a survey program. Texts have been selected to meet the demands of various stages of language development abilities of the students. Many brief writing assignments will be administered to meet the language needs of the individual students. Students will gain experience with skills development, book critiques, oral reports, research papers and analysis of current affairs.
HISTORY AND SOCIAL SCIENCES ELECTIVES

AP EUROPEAN HISTORY

11, 12
Emphasis will be placed on the history of modern Europe from the Renaissance to the present. This concentration will also provide students with an opportunity to study the recent developments in world civilizations. This Advanced Placement course for juniors and seniors requires reading in depth from a prepared list of recommended materials, which will include books, written essays and periodicals on each of the topics. The student will be expected to demonstrate mastery and understanding by presenting written essays on the aspects of the period under study.

AP MACROECONOMICS AND AP MICROECONOMICS

AP Microeconomics / AP Macroeconomics is designed to provide students with analytic skills and factual knowledge necessary to deal critically and creatively with economic problems. The program will prepare students for undergraduate study by making demands upon them equivalent to those of a full year sequence of college-level macroeconomics and microeconomics courses. The Advanced Placement course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment, and to present ideas clearly and persuasively in both essay and graphical format. Significant emphasis will be placed on the calculation, interpretation and analysis of both quantitative and qualitative economic data. The course will integrate the study of both macroeconomics and microeconomics in preparation for two separate Advanced Placement Exams.

AP MACROECONOMICS

11, 12
The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Macroeconomics teaches students to have a thorough understanding of the principles of economics that apply to a total economic system. It will place particular emphasis on national income and price determination and also cover measurement of economic performance, economic growth, and international economics.

AP MICROECONOMICS

11, 12
The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Accordingly, the course will emphasize the behavior of individual decision-makers within the economic system and the components of rational decision-making.

AP PSYCHOLOGY

11, 12
The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Course expectations for all AP Courses will include preparation for the AP exam.

AP UNITED STATES GOVERNMENT AND POLITICS

11, 12
This Advanced Placement course focuses on the framework and foundation of America’s political system and government. The students will actively engage in the political process and become experts on how and why our government institutions were created. The students will be asked to analyze trends in American politics and evaluate the different factions that have emerged over the last 200 years. Students will be given an opportunity to dissect the impact the media, money and interest groups have had upon the political process. Active discussion, student research and hands-on activities will play a major role in how the class will be conducted. At the end of the year, students will be able to explain the mechanisms and functions of the three branches of government and the role they play in developing domestic and foreign policy and articulate their views on issues that have shaped America.
ECONOMICS

11, 12
This is an elective course, which is designed to aid the pupil in interpreting current economic life, avoiding common economic fallacies, and becoming more knowledgeable about economics. Economic laws and philosophies are studied, analyzed and explained in terms of concrete happenings in each student's experience. Although some economic history of our nation will be considered, special attention will be given to post-war developments. The course is open to juniors and seniors only. May be used to satisfy Personal Financial Literacy requirement.

AMERICAN STUDIES

10-12
Special emphasis is placed on aspects of popular culture from the 1950's into the new millennium. This semester course involves a detailed, decade-by-decade, study of time periods closest to, and including the one, in which the student lives. Topics covered are: art, architecture, music, literature, cinema, theater, fashion, fads, follies, sports, philosophy, politics and mass media. Students will complete a series of in-depth research projects using primary and secondary sources and state-of-the-art technology.

CONSTITUTIONAL LAW – STREET LAW

10-12
This semester course studies the American legal system in great depth. The course is designed to provide students with an understanding of the function of the American legal system of the late 20th into the 21st century. Special emphasis is placed on the Bill of Rights, gun control, reasonable searches, the jury system, the death penalty, and other topics critical to understanding the American courts. Students will develop comprehensive research skills with the most current technology available.

CRIMES OF THE CENTURY

10-12
This class will look back at the major crimes of the second half of the 20th Century and see what impact they had upon society. The OJ Simpson trial, Bernie Madoff's economic scam, the Son of Sam, Charles Manson, the Enron Scandal, Jon Benet Ramsey, Casey Anthony, and Rodney King all had a huge impact on our nation. What role did race, celebrity and society in general have upon these cases? How did they compare to the crimes of an earlier time period?

HISTORY OF THE U.S. THROUGH FILM & MEDIA

10-12
Hollywood's movie makers have long looked to history for subject matter. Sometimes they have stayed true to the facts, at other times they have "bent" the truth a bit to fit a particular storyline and sometimes the only historically accurate truth would be the name of the film. Still, all of this serves a purpose in the overall study of history, authentic or not. This course will examine all three types of historical films with an emphasis on American history and looking at not only how accurate they represent the true facts but also how these films represent the times in which they were made and the attitudes of the people who made them. Students will investigate the use of bias/ prejudice in movies and the media and the influence this has upon shaping public opinion. We will also investigate the role of the media in shaping history, from the newspaper industry to broadcast journalism to the ever evolving role of the Internet.

PSYCHOLOGY

10-12
As an elective course for sophomores, juniors and seniors, Psychology will deal with the study of behavior. Major units of work include learning, origins, body and behavior, developmental psychology, personality, stress and conflict, disturbance and breakdown, human interaction, conditioning, emotions, personality and motivation. Opportunities will be provided for independent study, guest speakers, community learning experiences and a variety of psychological experiments. The latest psychological research will be examined.

SOCIOLOGY

10-12
This one semester course is an elective, open to juniors and seniors. The primary objective of the course is to give students an overview of the sociological perspective. Primary emphasis will be on the study of human society and social interactions. The course of study will examine major sociological theories, methods of research, culture and subcultures, the socialization process, deviant behavior, crime and punishment, fads, urban legends, mass hysteria, and race and ethnic relations. There will be extensive use of current periodicals, events in the news, and recent research. State of the art technology is used extensively.
SPORTS IN HISTORY

This course will examine the role that athletics have played in human history. This is not the history of sports, but rather, a study of sport as an element of society. Students will analyze and explore what sports and games say about the people who play them. Although the course will explore sports in all regions of the world throughout history, an emphasis will be placed on sport in the Twentieth Century and on the role of sport in American Culture. Some of the themes of the course will include: Race, class and gender issues involved in athletics, the influence of urbanization and industrialization on athletics, and the phenomenon of mass spectator sports with extensive media attention.

WORLD HISTORY IN FILM

This course will look at Hollywood's view of World History through film, the accuracies and inaccuracies. What causes Hollywood to distort the true story of history? Is it poetic license, an attempt to make the real story more interesting, or is there an agenda they are attempting to convey? The course can cover a multitude of time periods but will primarily focus on the later half of the 20th Century to the present day.
The Mathematics Department offers a broad program providing up to four years of mathematics. The content of various levels of the same subject will vary to provide challenging materials for students of different abilities. Three full year courses of mathematics are required for graduation. The use of technology is being stressed in all levels of mathematics courses.

CORE MATHEMATICS COURSES

ALGEBRA 1 & ALGEBRA 1 (E) 1

As success in mathematics is predicated on an understanding of algebra, as well as appropriate learning skills, this course serves both as an introduction to elements of algebra and an introduction to the necessary characteristics of scholarship that high school mathematics study demands. This introductory course in algebra includes the language and notation of algebra, solving various types of equations and inequalities, graphs of linear equations, an introduction to functions, operations with algebraic expressions, factoring, quadratics, radical expressions, an introduction to statistics, and rational expressions. Algebra 1 meets four times in the four-day cycle instead of three.

FUNDAMENTALS OF ALGEBRA 1 1

This Algebra I course is a modified version of Algebra 1 and Algebra 1 (E), but includes all content standards established by the state of New Jersey. There is increased emphasis on problem solving, and individualized instruction is employed with many topics; a mathematics teacher and special education team-teach this course. Fundamentals of Algebra I meets four times in the four-day cycle instead of three.

APPLICATIONS OF ALGEBRA 1 1

This remedial course is used to meet needs of students that did not meet benchmark score for Algebra I PARCC assessment. Content and skills are reinforced in preparation for successful completion of the Algebra 1 NJSLA - M assessment.

GEOMETRY & GEOMETRY (E) 1

The “constructivist” outlook, originally put forth by Piaget and Inhelder, suggest that children’s conception of space is constructed through progressive organization and manipulation of that environment. Children “construct” systems of reference and need to develop multiple perspectives. Accordingly, this curriculum will have four threads or philosophies incorporated into each unit:

1. **Constructions**: “hands-on” creation of physical models.
2. **Technology**: use of computer software to create physical models, but in a “dynamic” environment, in order to conjecture relationships.
3. **Manipulatives and Models**: devices that can be used to both visualize spatial relationships and interpret facts about them. (For example, “slices”)
4. **Coordinatization**: representation of geometry on a rectangular coordinate system.

This course includes the language and symbolism of geometry, parallels, transformations, congruence, properties of triangles, similarity, right triangles and trigonometry, quadrilaterals, polygons and area, volume and surface area, and circles. Geometry meets four times in the four-day cycle instead of three.

GEOMETRY HONORS 1

This course expands on the Geometry and Geometry (E) curriculum with challenging proof, delving more deeply into three-dimensional geometry, and applying properties in more complex (visual) situations. Students are recommended for this class.

FUNDAMENTALS OF GEOMETRY 1

This Geometry course is a modified version of Geometry and Geometry (E) but includes all content standards established by the state of New Jersey. There is increased emphasis on numerical problem solving, and individualized instruction is employed with many topics; a mathematics teacher and special education team-teach this course. Fundamentals of Geometry meets four times in the four-day cycle instead of three.
ALGEBRA 2 & ALGEBRA 2 (E) 1

Algebra is the language through which most of mathematics is communicated and therefore, besides providing a basis for further study, it is a fundamental lifetime skill. Algebra II extends the fundamental concepts and skills of Algebra I to a higher level and, while introducing new topics, draws upon the basic notations previously learned. Also, any course in Algebra II must provide an opportunity for students to study mathematical ideas in depth through applications and practical problems, as well as providing opportunities to develop skill. This philosophy guides the instruction. Topics include systems, functions, irrational and complex numbers, quadratics, polynomials and polynomial functions, rational functions, and exponential functions and logarithms.

ALGEBRA 2 HONORS 1

Algebra II Honors is an advanced course wherein students explore topics in depth and develop connections to other topics in mathematics. These connections provide a basis and preparation for students to eventually enroll in advanced placement calculus. Accordingly, topics are covered more rapidly, thoroughly, and intensively. Also, supplementary topics are included as time permits. Students are recommended for this class.

FUNDAMENTALS OF ALGEBRA 2 1

This Algebra II course is a modified version of the Algebra II curriculum, but includes all content standards established by the state of New Jersey. There is increased emphasis on numerical problem solving, and individualized instruction is employed with many topics; a mathematics teacher and special education team-teach this course.

PRECALCULUS (E) 1

This is a comprehensive course that provides an adequate background for college mathematics. The first semester will include properties of trigonometric and inverse trigonometric functions, radian measure, solution of triangles, trigonometric identities and equations. The second semester covers remaining advance mathematics topics to prepare students for calculus. Topics include matrices, conics, parametric functions, vectors, and a more in depth study of exponential and logarithmic functions.

PRECALCULUS HONORS 1

This honors course is a complete study of trigonometry, elementary functions, mathematical induction, vectors, parametric equations, introduction to calculus, and other advanced topics are explored in this intensive junior level course.

TRIGONOMETRY / STATISTICS (12TH GRADE ONLY) 1

Trigonometry/Statistics is a course that is designed as an alternative to Precalculus and is specifically designed for students who do not intend to pursue a study of calculus. Given the ubiquitous nature of statistics in today’s world, it is the department’s philosophy that a study of statistics is essential to understanding today’s world. Moreover, as many subject areas now employ statistical measures, advanced study in subjects other than mathematics often requires an understanding of statistics.

DISCRETE MATHEMATICS (12TH GRADE ONLY) 1

This senior level course is designed for those students who wish to take four years of mathematics but would like an alternative to Calculus, Precalculus, or Trig/Stat. Topics include trigonometry, probability, statistics, formal logic, and networking.

FUNDAMENTALS OF DISCRETE MATHEMATICS (12TH GRADE ONLY) 1

This senior level Discrete Mathematics course is a modified version of the Discrete Mathematics curriculum designed for those students who wish to take four years of mathematics. Topics include trigonometry, probability, statistics, formal logic, and networking.

CALCULUS (E) 1

This course will include most of the topics covered in the Advanced Placement course, but will be taught at a less rigorous level. Completion of the Precalculus course is required to enroll in this course.
AP CALCULUS AB 1

Prerequisite: Precalculus H
This is a first year college level course including differential and integral calculus for students who have completed Precalculus (H). Topics covered are those established by the College Board in preparation for the Advanced Placement Examination. Course requirements for this AP Courses will include participation in the AP exam published by the College Board.

AP CALCULUS BC 1.33

Prerequisite: Precalculus H
This is a two-semester college level course. The course is offered four times in the four-day cycle and presents all topics in the calculus of a single variable. Topics covered are those established by the College Board in preparation for the Advanced Placement Examination. Course requirements for this AP Courses will include participation in the AP exam published by the College Board.

MULTIVARIABLE CALCULUS HONORS 1

Prerequisite: AP Calculus BC
This course will include the study of three-dimensional coordinate systems, equations of surfaces and curves, vector functions and parametric surfaces, partial differentiation, directional derivatives and the gradient vector, Lagrange multipliers, double integrals and line integrals in the plane, triple integrals and surface integrals in 3-space, vector fields, Green’s theorem, Stokes’ theorem, and the divergence theorem. Throughout the course, there will be equal attention given to theory and application of concepts.

MATHEMATICS ELECTIVES

COMPUTER SCIENCE A 1

Prerequisite: AP Computer Science Principles or Computer Science Principles (or Computer Programming)
Computer Science A emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction.

AP COMPUTER SCIENCE A 1

Prerequisite: AP Computer Science Principles or Computer Science Principles (or Computer Programming)
In addition to all of the topics in Computer Science A listed above, AP Computer Science A students will also complete an intensive learning program following guidelines and requirements of the College Board. Students will be instructed in preparation for the associated AP exam for the course.

AP STATISTICS (elective, 11th and 12th grade only) 1

Prerequisite: AP Computer Science Principles or Computer Science Principles (or Computer Programming)
Advanced Placement Statistics is a course designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the exploration of data, planning a study, anticipating patterns, and statistical inference.

STATISTICS FOR APPLIED AND SOCIAL SCIENCES .5

Prerequisite: AP Computer Science Principles or Computer Science Principles (or Computer Programming)
This online statistics course is designed to supplement students in the biomedical technology pathway, along with students who are interested in the applied and social sciences. The course will give a general overview in the practice of statistics including displaying data, designing experiments and analyzing results. Focus will be on communication of ideas and technical writing so that students are prepared for the demands of coursework in biomedical technology, psychology and advanced placement courses.

Note: while this course is open to all students, it complements Biomedical Technology 2, AP Psychology, AP Biology and those interested in Honors Independent Capstone projects. Students taking AP Statistics should not feel the needs to take this course as well.
This course supports students identified as being in need of remediation in the area of mathematics and facilitates their progress towards meeting a high school graduation requirement as mandated by the Department of Education.
The Northern Valley Regional High School Science Curriculum provides students with an opportunity to study the natural and physical sciences for four years. Courses have been designed to meet the needs of all students. While three full years of science are required for graduation, students are encouraged to take an additional year of science coursework. Most students at Northern Valley take advantage of this and enroll in science for a fourth year with an elective option.

A program consisting of Biology, Chemistry, and Physics provides a rigorous science experience for students. Advanced Placement courses are offered for the student of recognized ability and determination, and demonstrate an exceptional talent in science. All science courses incorporate a lab component aligned to the curriculum and use technology. Activities are designed to reinforce content as well as assess student understanding of science practices and cross-cutting concepts. The State of New Jersey requires that all students in 11th grade take the NJSLA-S test.

Beginning 2017-18 all high school students are assessed through the New Jersey Learning Assessment – Science (NJSLA-S) in the 11th grade.

**CORE SCIENCE COURSES**

**GENERAL BIOLOGY**

This is a relevant and informative course designed to help the student gain understanding and mastery of key biological concepts and ideas. The course content is aligned to the NJ Student Learning Standards in Science. Topics include cell structure and function, biochemistry, reproduction, genetics, evolution, and ecology. The method of presentation insures that students gain proficiency in critical thinking, organizational skills, and problem solving. Laboratory work is integrated throughout the course.

**BIOLOGY 1, BIOLOGY 1 (E)**

The primary purpose of this biology course is to gain a better understanding of the processes which govern the affairs of the living world and to improve the ability to use scientific methods of thinking and acting. The course content is aligned to the NJ Student Learning Standards in Science and includes cell structure and function, biochemistry, molecular biology, reproduction and development, genetics, evolution, and ecology. Laboratory experiences are integrated with activities and discussion sessions. More in-depth activities related to research, open-ended inquiry, and technological components are included in this course.

**BIOLOGY 1H**

The primary purpose of this biology course is to gain a better understanding of the processes that govern the affairs of the living world, and to improve the ability to use scientific methods of thinking and acting. The course content is aligned to the NJ Student Learning Standards in Science. Topics include cell structure and function, biochemistry, reproduction, genetics, evolution, and ecology. Laboratory experiences are integrated with activities and discussion sessions. More in-depth activities related to research, open-ended inquiry, and technological components are included in this course. This course requires students to work independently, be highly motivated, and have strong critical reading and technical writing skills.

**GENERAL CHEMISTRY**

This course explains why the properties of matter are a consequence of its structure, and how that structure is related to its energy content. Students will also be acquainted with the impact of chemistry on everyday life. This course is aligned to the NJ Student Learning Standards in Science and includes topics such a matter, boning, energy exchanges, chemical reactions, rate theory, equilibrium, stoichiometry, solutions, colligative properties, chemicals and the environment, and nuclear power. Careful data collection and evaluation make up much of the course with emphasis on quantitative and non-quantitative problem solving.

**CHEMISTRY 1, CHEMISTRY 1 (E)**

This course is designed to prepare the student for future study, to develop growth and interest, and to provide opportunity for development of scientific skills. Emphasis is placed on the understanding and appreciation of major chemical principles, and the solving of chemical problems. This course is aligned to the NJ Student Learning Standards in Science and includes topics such a matter, bonding, energy exchanges, chemical reactions, rate theory, equilibrium, stoichiometry, solutions, electrochemistry, colligative properties, chemicals and the environment, acids/bases, and nuclear power. More independent data collection and evaluation place emphasis on quantitative and non-quantitative problem solving.
This course is designed to provide a significantly deeper Chemistry program. Students will be involved in more quantitative approaches to problem solving. The course provides an opportunity for the capable student to pursue a more individualized laboratory program with an in depth approach to problem solving. Applications of scientific concepts to new situations are stressed. Students who have demonstrated superior ability and interest in mathematics and science will be invited to enroll in this course. This course is aligned to the NJ Student Learning Standards in Science and includes topics such a matter, bonding, energy exchanges, chemical reactions, rate theory, equilibrium, stoichiometry, solutions, electrochemistry, colligative properties, chemicals and the environment, acids/bases, and nuclear power.

**GENERAL PHYSICS**

This is a laboratory physics course that includes topics such as mechanics, heat, light, sound, magnetism, electricity, optics, and nuclear energy. Emphasis is placed on conceptual understanding, careful observation, and data evaluation. Much of the laboratory work will use computers and technology. By the end of the course, students will gain a better understanding of the interrelationship between energy and matter, and the importance of that interrelationship to everyday occurrences.

**PHYSICS 1, PHYSICS 1 (E)**

This course provides a study of physics, including topics such as mechanics, heat, light, sound, magnetism, and electricity. It is a study of matter and energy with special emphasis on the transformation of energy. By means of appropriate demonstrations, laboratory experiments, technology integration, and the solution of representative mathematical problems, the student will develop knowledge of the application of important physical laws that relate to the physical environment.

**AP PHYSICS 1 (Fulfills science graduation requirement)**

*Ordinarily taken in 11th grade course as part of 3-year science sequence. May be taken as a 12th grade as an elective with approval*

This is a first year physics course for the highly motivated and advanced student. Concurrent placement in pre-calculus is required. Topics of study include kinematics, dynamics, circular motion, simple harmonic motion, impulse and linear momentum, work and energy, rotational motion, electrostatics, DC circuits, and mechanical waves and sound. This course is also offered as a second year course for students previously enrolled in Physics 1 with approval from the department supervisor. This course follows the College Board approved curriculum and prepares students for the AP examination.
SCIENCE ELECTIVES

AP BIOLOGY

12
This is a double period; double-credit course designed to provide an opportunity for the qualified student to take the Advanced Placement Test. The lectures are of a more advanced nature consistent with the fact that the student has completed a year of high school biology. The forces behind life are investigated through wider and more in-depth laboratory experiences. Units in biochemistry, cell biology, genetics, embryology, ecology, plant structure and function evolution, anatomy and physiology are included. The lectures will be similar to college level presentations and will challenge the participant.

This course follows the College Board approved curriculum and prepares students for the AP examination.

AP CHEMISTRY

12
This is a double period; double-credit course designed to provide an opportunity for the qualified student to take the Advanced Placement Test. An opportunity is provided for independent work in the laboratory. The class work includes lectures on the fundamental theories of chemistry as well as the elements and their compounds. Emphasis is placed on the following topics: general concepts, atomic structure, nuclear chemistry, equivalent weight, properties of solutions, chemical equilibrium, kinetics, electrochemistry, oxidation-reduction, solubility-product, mole concept and stoichiometry. The lectures will be similar to college level presentations and will challenge the participant.

This course follows the College Board approved curriculum and prepares students for the AP examination.

AP PHYSICS C: MECHANICS and AP PHYSICS C: ELECTRICITY & MAGNETISM

12
This calculus-based physics course is designed to prepare the qualified second year physics student to take the Advanced Placement Physics-C Exams in Mechanics and Electricity/Magnetism. The lectures are of a more advanced nature, given that the student has completed a year of high school physics. This course requires the use of calculus in problem solving in the following areas: motion in two and three dimensions, unit vectors, equilibrium, work, energy, momentum, rotation, oscillatory motion, universal gravitation, electric forces and fields, capacitance, steady state and non-steady state circuits, magnetic fields and forces, and induction. Successful completion of this course will provide an experience similar to that of two semesters of calculus-based physics in an engineering, physical science, mathematics, or pre-med program at a university and will be most challenging to the student.

This course follows the College Board approved curriculum and prepares students for the AP examination. All students enrolled will take the AP Physics C test in Mechanics examination. Electricity & Magnetism examination is optional.

AP PHYSICS 2

12
Prerequisite: AP Physics 1
This is a second year, algebra based physics course for the highly motivated and advanced student successfully completing AP Physics 1. Topics include thermodynamics, fluid statics and dynamics, electrostatics, DC and RC circuits, magnetisms and electromagnetic induction, geometric and physical optics, quantum physics, atomic and nuclear physics.

This course follows the College Board approved curriculum and prepares students for the AP examination.

FORENSIC SCIENCE

12
This is an elective course for the highly motivated student wishing to pursue a fourth year of science. This course integrates in-depth studies in biology, chemistry, and physics as it relates to science and our legal system. Mathematical applications are incorporated throughout the course. Some topics of study may include evidence collection and analysis, forensic instrumentation, amplification of trace evidence, forensic toxicology, serology, fingerprint analysis, DNA and biotechnology, entomology, and forensic chemistry. Laboratory components are included with this course. Students will also have an opportunity to process mock crime scenes, analyze case studies, work extensively in collaborative groups, and prepare written reports.

ADVANCED TOPICS IN BIOLOGY AND CHEMISTRY

12
This is an elective course for the motivated student wishing to pursue a fourth year of science. This course provides the college bound student with a second year course integrating biology and chemistry themes such as matter, energy, and systems. Emphasis is placed on real world applications of content. Some topics of study may include biochemistry of food, biotechnology and modern genetic engineering, anatomy and disease, environmental chemistry and sustainability, nuclear energy and alternative fuels. Laboratory experiences are an essential component of the course.
This course is for the highly motivated and advanced student after completion of biology and chemistry. The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems and their associated risks, and to examine alternative solutions for resolving or preventing the problems. Students will prepare for the AP Environmental Science exam. **This course follows the College Board approved curriculum and prepares students for the AP examination.**

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<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>BIOMEDICAL TECHNOLOGY 1</strong></td>
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<td>10, 11</td>
<td>See course description in Technology and Engineering section</td>
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<tr>
<td><strong>BIOMEDICAL TECHNOLOGY 1H</strong></td>
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<td>See course description in Technology and Engineering section</td>
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<tr>
<td><strong>BIOMEDICAL TECHNOLOGY 2</strong></td>
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<td><strong>Prerequisite:</strong> Biomedical 1 or Biomedical 1H</td>
<td>See course description in Technology and Engineering section</td>
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<tr>
<td><strong>BIOMEDICAL TECHNOLOGY 2H</strong></td>
<td>1</td>
<td><strong>Prerequisite:</strong> Biomedical 1 or Biomedical 1H</td>
<td>See course description in Technology and Engineering section</td>
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The World Language program at Northern Valley strives to do the following: teach World Languages for the purpose of communication; increase the cultural awareness of students; make connections through World Language to other disciplines; and prepare students for using a World Language in their chosen career.

All language instruction follows the guidelines set forth in the New Jersey Curriculum Content Standards for World Language. While all classes follow the program outlined, the presentation of material in regular, honors and Advanced Placement classes does differ. Honors classes tend to go at a faster pace and deal with subject matter in greater detail. The curriculum for the Advanced Placement classes adheres to the guidelines set forth by the College Board. These classes are geared for students who will be taking the Advanced Placement exam in May for possible college credit.

The World Language department offers four year programs in Chinese, French, Italian, Japanese, Korean, Latin and Spanish. Honor classes for all languages commence at the second year. In addition, Advanced Placement classes for Chinese, French, Italian, Japanese and Spanish are offered to eligible students.

<table>
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<tr>
<th>CHINESE 1 (E), FRENCH 1 (E), HEBREW 1 (E), ITALIAN 1 (E), JAPANESE 1 (E), KOREAN 1 (E), SPANISH 1, (E)</th>
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In the first year of foreign language study, the emphasis is on basic communication using learned material and phrases. Students will learn the vocabulary and patterns necessary to express common courtesies and meet basic needs. Attention is paid to pronunciation, the development of listening comprehension and simple conversational skills. Reading and writing are limited as students need time to build their core vocabulary and learn basic grammar structures. The practice of basic patterns in context contributes to the development of elemental proficiency.

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<th>LATIN 1 (E), 2 (E), 3 (E), 4 (E)</th>
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The study of a classic language, Latin, has a definite and honored place in a foreign language department. One of the purposes of a Latin program is to show the value of the language to the modern world. There is expanded vocabulary work, intensive and extensive study of grammar, appropriate drills in structure, translation from and to Latin, and the study of Roman literature, history and culture. Latin is treated as a subject worthy of study for its own value as well as being a valuable tool in the study of Western Languages and civilization.

| CHINESE 2 (E); FRENCH 2 (E); ITALIAN 2 (E); JAPANESE 2 (E); KOREAN 2 (E); SPANISH 2 (E) | 1 |
| --- |

During the second year students begin to engage in basic communicative exchanges, though reliance on learned phrases is still strong. Students ask questions and make statements though the ability to expand on this is still limited. The development of listening comprehension skills continues apace. Additional grammatical structures are introduced while elements from the introductory level are re-enforced. The textbook is supplemented with short stories and articles from newspapers and periodicals where appropriate.

| CHINESE 2H, FRENCH 2H, ITALIAN 2H, JAPANESE 2H, KOREAN 2H SPANISH 2H | 1 |
| --- |

In addition to the regular level two curriculum, the honors program involves a more in-depth approach to the development of language skills.

| CHINESE 3 (E), 4 (E); FRENCH 3 (E), 4 (E); ITALIAN 3 (E), 4 (E); JAPANESE 3 (E), 4 (E); KOREAN 3 (E), 4 (E); SPANISH 3 (E), 4 (E) | 1 |
| --- |

In these levels students begin to create with the language by combining and re-combining learned elements while initiating and sustaining to a degree basic communicative tasks. Communicative proficiency with increasing accuracy is a goal. Students are required to write well-developed compositions, and read and discuss stories in the target language. Culture and civilization are also an important component of instruction at these levels.

| CHINESE 3H, 4H; FRENCH 3H, 4H; ITALIAN 3H, 4H; JAPANESE 3H, 4H; KOREAN 3H, 4H; SPANISH 3H, 4H | 1 |
| --- |

In addition to the regular level three and four curriculum, the honors program involves a more in-depth approach to the development of language skills with the use of supplementary and more challenging materials.
LATIN 2H, 3H, 4H

These courses aim to develop proficiency in the reading of literary works (novels, plans, poems, essays) and civilization materials. Writing, in the form of controlled composition from the previous level, includes advanced and free composition. Listening and speaking skills are incorporated on a more frequent basis to improve facility in these areas. The acquisition and manipulation of each of the skills move at a more accelerated pace.

FRENCH 5 (E), SPANISH 5 (E)

Communicative competence is the goal of this course. A variety of materials, including print and audio-visual will be used to guide the students toward a greater comprehension of the language and increased ability to function in the language.

AP CHINESE, AP FRENCH, AP ITALIAN, AP JAPANESE, AP SPANISH

The focus of the course will be to prepare the students for the advanced placement language exam given in May. A thorough review of the fine points of grammar, as well as extensive oral and written practice in the language will be given. Literary texts, culture, and history will be studied. Course requirements for these AP Courses will include participation in the AP exam published by the College Board.

JAPANESE THROUGH ANIME

This course explores how anime (Japanese animated films) can be a tool to learn Japanese language and culture. The course focuses on oral communication and culture as revealed through the world of anime. The course is designed to be student centered and interactive with students engaged in online activities as well as classroom discussions and presentations.
HEALTH, SAFETY AND PHYSICAL EDUCATION

The aim of the Physical Education Program in the Northern Valley Regional High School District is to develop and educate the students through wholesome and interesting physical activities so they may realize their maximum capacities (physical, mental and social) and learn to use their powers intelligently and cooperatively as a good citizen under all conditions.

The completion of the Health, Safety, and Physical Education Program is a New Jersey State Requirement as a prerequisite to graduation "every pupil attending the public schools insofar as he is physically fit and capable of doing so, which fitness shall be determined by the medical Inspector, shall take a course in physical training provided for in section 18-14-93. Such course shall be separate of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation.” The Physical Education Program is a requirement for each year the student is in attendance - grades nine through twelve.

Alternate Physical Education: Students may exercise ‘Option 2’ for Alternate Physical Education in 11th or 12th grade during one season in which they participate in an interscholastic sport, so long as they comply with all district regulations. See description on website under ‘Option II’.

PHYSICAL EDUCATION 1, 2, 3, 4 .75*

The Physical Education program engages students in enjoyable, health-promoting activities and aims to develop positive attitudes toward fitness and recreational pursuits. Physical Fitness is emphasized throughout the curriculum with activities geared toward developing the health related fitness components of flexibility, muscular endurance and aerobic capacity. Units such as Yoga, Speed and Agility, and Weight Training, are offered to meet the above mentioned fitness components. Physical fitness levels are measured by a standardized testing program. Heart rate monitors and/or pedometers are used to assess student effort during fitness activities.

In the ninth and tenth grades, team sports are emphasized. Project Adventure curriculum offerings are included for all freshman and sophomores. The Project Adventure program is a process based on structured activities using natural or artificial environments to identify individual and group interpersonal strengths and weaknesses, and from this awareness, promote positive personal growth. Introduction to Project Adventure is offered on the freshman level and level one on the sophomore level.

In the eleventh and twelfth grades, emphasis is on lifetime sports such as tennis, golf, and archery. Activities are built upon the skills developed in the earlier grades and the choice of activity is determined by the student through a selective process. Project Adventure, level two, is offered on the Junior level. Project Adventure, level three, is also offered as a choice of activity for seniors.

FRESHMAN HEALTH .25*

During assigned Physical Education periods, Freshman students will meet throughout the school year to attend Freshman Health Labs taught by Health teachers and the Student Assistance Counselor. These “Health Labs” will follow the 9th Grade Health Curriculum Unit on Substance Abuse.

DRIVER EDUCATION .25*

Classroom instruction is provided at the tenth grade level. The course is designed to develop proper attitudes and safety techniques that will help prepare the student to drive in today's traffic. Traffic safety engineering, the physical and emotional condition of the driver, and law enforcement are important aspects of the classroom program. This course includes the NJ State written examination, which is required to obtain a license.

JUNIOR HEALTH .25*

The eleventh grade curriculum explores emotional and social health, contains an update and review of basic first aid techniques, a fitness and nutrition unit including drug abuse education, and a unit on family life education. In addition, community health services and health related careers are discussed.

SENIOR HEALTH .25*

The twelfth grade program stresses the responsibilities of the individual through the family life education program. Marriage and parenting are explored in depth as are the topics of child abuse and date/acquaintance rape. HIV/AIDS education is taught with the use of guest speakers from various public and private agencies. Student portfolios that include group and individual projects, as well as traditional tests, are the basis for assessment of learning at this level.

* Beginning 2018-19, courses are listed as Health or Driver Education and the corresponding year of Physical Education for 1.0 credit (e.g. Freshman Health & Physical Education 1)
HEALTH & PHYSICAL EDUCATION ELECTIVES
(These courses do not satisfy the NJDOE graduation requirements for Health & Physical Education)

COACHING AND OFFICIATING  .5

10-12
Develop knowledge, experience, and skills in coaching/officiating. Communication, teamwork, decision-making, and conflict resolution skills are emphasized throughout this course. Students will learn to implement mental/physical training strategies, practice planning, and effective leadership.

Semester course recommended to pair with CPR/AED First Aid. Offering in rotating schedule, every other year.

CPR/AED FIRST AID  .5

10-12
Provide specialized instruction in first aid techniques, cardiopulmonary resuscitation (CPR), relief of obstructed airways, and general safety procedures and behaviors. Successful completion of this course will include first aid and CPR certification.

Semester course recommended to pair with Coaching & Officiating. Offering in rotating schedule, every other year.

EXERCISE PHYSIOLOGY  .5

10-12
Provide an interdisciplinary approach to the study of movement through problem-based learning. Addresses short-term biological responses to the stress of physical activity and how the body adapts to repeated bouts of physical activity over time. Students will learn how to develop an effective personal strength/endurance training program for lifelong fitness.

Semester course recommended to pair with Kinesiology. Offering in rotating schedule, every other year.

KINESIOLOGY  .5

10-12
These courses focus on the study of body movement and the inclusion of human anatomy as it pertains to human movement and physical performance. Students will strategize ways to improve health and performance at work, in sports or in daily life.

Semester course recommended to pair with Exercise Physiology. Offering in rotating schedule, every other year.
The Business Education Department offers a curriculum designed to assist all students in developing business knowledge and skills that will be useful in both future academic pursuits and employment.

**BUSINESS AND PERSONAL FINANCE (Formerly Business Organization & Management)** 1

9-12
Business and Personal Finance is an entry level business course that begins with the study of basic economic concepts and principles. Students will form a foundation for future financial decisions by learning how societies, governments, businesses, households, and individuals allocate their scarce resources. This course of study will provide students with an understanding of how our nation’s economy works and how it is measured. Additionally, students will learn about managing their personal finances. The primary objective is to provide students with basic financial tools and knowledge that will enable them to build the lives they envision. The course will cover financial responsibilities, planning for the future, budgets, income and careers, spending and credit, saving and investing. This course may be used to satisfy the Personal Financial Literacy requirement.

**21st CENTURY BUSINESS APPLICATIONS** 1

9-12
This course focuses on developing advanced 21st century technology skills. In a global economy driven by information and innovation, students must know both leading/emerging technology tools, as well as workplace readiness skills to excel and compete effectively. Students will utilize industry standard software programs that include Word, Excel, PowerPoint, Photoshop and Pages. In addition, students are instructed in the use of the Northern Valley Network resources such as First Class and Haiku. Students will develop the skills needed to be a successful digital citizen. Touch-typing on the computer keyboard remains an important element of this class.

**ACCOUNTING HONORS** 1

10-12
Honors Accounting will prepare students for the rigor of college accounting. Students will develop an understanding of double-entry accounting. Topics covered include the following: accounting cycle, accounting systems, internal controls, journals, receivables and payables, accruals and deferrals, inventory, fixed assets and depreciation, and financial statement preparation and analysis. Computerized accounting systems will be implemented for an up-to-date accounting experience. The core material for this course is similar to Accounting I, however, more topics are covered, the pace is accelerated and expectations are higher. This course is highly recommended for motivated students planning to enter a college business program.

**ENTREPRENEURSHIP & BUSINESS MANAGEMENT** 1

10-12
This course is a comprehensive business course designed for any student interested in potentially starting their own business or working in a managerial position. Throughout this class, students will: determine their personal entrepreneurial spirit, analyze the successes and failures of famous entrepreneurs, study the basics of business law (contract law, employment law, property law as well as laws protecting consumers), evaluate different types of business ownership, determine why companies value social responsibility initiatives, analyze management styles and techniques for all aspects of a business (finance, marketing, human resources, etc.), determine the importance of proper business etiquette, create and pitch a business plan, and ultimately plan, start, and manage a student-run business.

**INTERNATIONAL BUSINESS HONORS** 1

11, 12
In order to be prepared for a career in any facet of the business world (accounting, finance, marketing, information technology, law, healthcare, etc.), an understanding of global issues is critical. Thus, studying international business will help students prepare for diverse business opportunities, knowing in advance that respect for and knowledge of your international counterparts can create a competitive advantage. Areas of study will include communication strategies, environmental factors, ethics, finance, management practices, and balance of trade issues.

**MARKETING 1: PROMOTION AND BRANDING** 1

10-12
This course provides a detailed introduction to Marketing and its impact on how consumers decide to spend their money. Students who take this course will become better consumers as a result of understanding of how marketing plays a vital role in business. Students learn how the “Four P’s of Marketing” affect consumer decisions; how product promotion affects buying habits; the importance of branding, product planning, and visual merchandising. Instruction includes hands-on experiences by analyzing “real world” case studies of marketing successes and failures; developing marketing research tools to understand product planning; creating and presenting an original promotional campaign. Students taking this course will be strongly encouraged to participate in DECA.
MARKETING 2: ADVERTISING & PRODUCT DEVELOPMENT

11, 12

Prerequisite: Marketing 1 or Entrepreneurship & Business Management

This course will extend Marketing I concepts; enabling students to focus on industries such as Sports, Entertainment, Fashion, etc. Students also learn how to develop actual products from beginning-to-end stages, including package and label design, product features, brand naming, and methods of distribution and pricing strategies. Students both analyze current advertising campaigns and create new ones. In-depth promotional strategies with hands-on activities that include formulating storyboards, print layouts, radio and television commercials, social media and merchandising displays are employed. This course prepares students for future employment as well as a successful college experience. Students taking this course will be strongly encouraged to participate in DECA.

MARKETING 3: APPLIED MARKETING PRINCIPLES HONORS

12

Prerequisite: Marketing 2

This course will allow students to explore fundamental concepts, skills, and attitudes in the marketing field and achieve the overarching goal to incorporate knowledge into the professional environment. Students will connect their knowledge base to real world applications by reading, researching and applying learned concepts in order to formulate original projects. Students will employ marketing knowledge to compete with peers statewide and nationally within the DECA organization. In addition, students will be required to complete a community service project within the professional community of Northern Valley.

COOPERATIVE BUSINESS EDUCATION (CBE)

12

The Cooperative Business Education Work-Experience Program is a strongly integrated and supervised cooperative venture of the Business Education Department and the business community for senior-level students. The school provides classroom training in developing business knowledge, workplace skills, and occupational information while the business community provides the employment where the students practice these skills and acquire experience that can only be gained on the job. Students work part-time (a minimum of 15-20 hours per week) in areas relating to their career goals. The work-experience program addresses the gap between students’ learning experiences and the increasingly technological aspects of career development. Students enrolled in this program gain valuable experience and develop more realistic career goals as well as earning income for further education and other personal priorities.
Family and Consumer Science courses emphasize improving the quality of life for the individual and the family. The program provides opportunities for the student to acquire skills and gain knowledge in the activities that are an integral part of living with oneself and others. Among these skills consumerism and career opportunities are stressed. Courses provide study in relationships which exist within the family, between family and community, and throughout the family life cycle.

**LIFE SKILLS**

9, 10
Daily living involves a wide variety of skills for which most people receive no formal training. Life Skills is designed to fill this void. Included in the curriculum are eight general units: Communication Skills; Study Skills; Financial Literacy; Basic Food Preparation and Nutrition; Child Development; Housing, Interior Design and Home Technology; Clothing Care and Repair; and finally Physical and Emotional Well Being. Included in each unit is a series of basic skills needed for coping in today’s complex society. Some examples of these skills are: banking and checking procedures, building and maintaining relationships, marketing skills for employment and college readiness, budgeting time and money, handling basic food, clothing and shelter needs, and the practical use of home technology. **May be used to satisfy Personal Financial Literacy requirement.**

**CHILD DEVELOPMENT 1**

10-12
This course, which is open to sophomores, juniors, and seniors, is an introduction to the study of children and their development. From prenatal care to the toddler stage, health, safety, and developmental needs will be explored. Developmental milestones in all stages of development, physical, social, emotional, and cognitive will be studied for the early years.

Students will have an opportunity to observe and work with the preschoolers in our Teens-N-Tots Preschool.

**CHILD DEVELOPMENT 2**

11, 12
*Prerequisite: Child Development 1*
The task of raising children and understanding the human development process is becoming more difficult as our society grows in complexity. The Child Development 2 course is offered as a continuation of Child Development 1 so that junior and senior high school students might observe, work with, learn about, and learn to enjoy children, by combining regularly scheduled class sessions with observations and interactions in the "Teen-N-Tots" Preschool. The course provides the opportunity for the students to explore the physical, intellectual, social and emotional development of the preschool child.

In addition, the experience of planning for, observing and leading activities in the "Teens-N-Tots" Preschool helps prepare the high school student for entry level positions in the field of child care. Finally, the student gains a better understanding of self, family, friends and community by studying developmental processes and the art of human communication.

**ADVANCED CHILD DEVELOPMENT HONORS**

12
*Prerequisite: Child Development 2*
This course offers qualified students the opportunity to study children (infancy through adolescence) and the major family, cultural, peer, school, and neighborhood influences. The course is designed to provide a strong background in the social and behavioral sciences related to child development, a focused understanding of the scientific study of children and the contexts in which they develop, and opportunities for supervised and independent research on aspects of child development in ways that enable students to link theories and prior research to research design and data on children’s development. The course is excellent preparation for future study in selected social science and professional fields (e.g., psychology, medicine, nursing, education, public policy) or for those that wish to pursue a major in cognitive studies, education (early childhood or elementary), human and organizational development, or special education.

In addition, the experience of planning for, observing and leading activities in the “Teens-N-Tots” Preschool helps prepare the high school student for entry level positions in the field of child care. Finally, the student gains a better understanding of self, family, friends and community by studying developmental processes and the area of human communication.
CULINARY ARTS 1

10-12
Developed for sophomores, juniors, and seniors, CA 1 seeks to equip students with a fundamental understanding of culinary arts. Throughout their studies, students will become proficient in the essential skills needed to prepare appetizing, nutritious and delicious foods while developing consumer shopping skills for use at grocery stores, farmers markets, restaurants and equipment supply stores. Students will develop and prepare multi-coursed breakfasts, lunches, and dinners throughout the year and, by year’s end, have the requisite knowledge needed for entry-level employment in the culinary arts field.

ADVANCED CULINARY ARTS: ARTISANAL AND WORLD CUISINE

11, 12
Prerequisite: Culinary Arts 1
For students interested in furthering their knowledge of food studies, this course focuses on the culture of food and the impact that trends, social norms, nutrition, and science have had on what and how we eat. Along with labs that focus on culinary innovations, students will also develop skills that are often considered “lost art” including cheese making, charcuterie, canning, fermentation, and fresh pasta production. Additional focuses of this class include modernist cooking techniques, sustainable agriculture and culinary entrepreneurship. The last quarter of this class will explore the cuisines and cultures of the countries that make up the cuisines of Europe, North, Central and South America. Within their studies, students will learn how food both affects and has been affected by history, religion and social traditions, while discovering the culinary similarities and differences between countries and regions.

ADVANCED CULINARY ARTS: BAKING, PASTRY AND WORLD CUISINE

11, 12
Prerequisite: Culinary Arts 1
For students interested in furthering their knowledge of baking, students within this class will learn the methods and science of baking and pastry arts as well as the career pathways related to the pastry industry. Throughout the course, students will prepare a variety of cakes, pastries, chocolates, confectionaries, breads and custards. Upon completion of this course, students will have the requisite knowledge for an entry-level position at a bakery or cafe. The final quarter of the course will explore the culture and cuisines of countries that make up Asia, Africa, Central Asia and the Middle East. Students will learn how food both affects and has been affected by history, religion and social traditions. Students will also discover the culinary similarities and differences between countries and regions.
The Music Program provides opportunities for students to enjoy diverse musical experiences throughout their lives. This is accomplished through participation in high quality school musical experiences and performances. The goal of the program is for students to become independent and literate musicians, attain the tools to develop their own musicianship, develop an understanding of the skills to work cooperatively in diverse ensembles and develop the ability to critique their own performances and the performances of others.

CONCERT CHORUS

9
This course is designed for 9th grade students and will focus instruction on the fundamentals of vocal technique, ensemble performance, and basic music literacy; no prior experience is necessary. Students will be introduced to and perform choral literature of varied musical eras and styles. Chorus members will participate in 3-5 school concerts per year as well as certain designated special events. Students enrolled in this course are eligible to audition for places in the County, Region, and All-State Chorus as well as the select choral ensembles.

CHOIR 1, 2, 3

10-12
This course is designed for students in grades 10-12 and will focus instruction on advanced methods of vocal technique, choral performance, and more advanced music literacy. Students will learn and perform wide-ranging and varied choral literature from numerous musical eras and genres. Choir members will participate in 3-5 school concerts per year as well as certain designated special events such as assemblies, community performances and festival events. Students enrolled in this course are eligible to audition for places in the County, Region, and All-State Chorus as well as the select choral ensembles.

BEGINNING BAND

9-11
This class is open to any 9th, 10th, or 11th grade student who wishes to begin study on one of the instruments of the band or orchestra. Class size is kept small enough to allow group and individual instruction. Students are given instruction in the fundamentals of music, techniques of practice, ensemble training, as well as instruction for performance on the instrument of their choice.

CONCERT BAND

9
Ninth graders who play a wind or percussion instrument are eligible to take this instrumental music class which studies standard, modern and popular band literature. Fundamentals of basic musicianship, good tone production, instrument care, practice habits, and technique are stressed during rehearsals and performances. Those students who enroll in this course perform in 3-5 school concerts per year as well as certain designated special events such as assemblies, community performances and festival events. Eligible members of this group are selected to audition for the North Jersey Region Junior High School Band, Region High School Band, County Band, and All-State Band. This course prepares students for further participation in Wind Symphony classes.

WIND SYMPHONY 1, 2, 3

10-12
Sophomores, juniors, and seniors who have taken Concert Band or its equivalent are eligible to join this group which studies, on a more advanced level, concert repertoire including standard, modern, and popular band literature. Good instrumental performance practice both individually and as a group, is the emphasis of the curriculum in this class. Those students who enroll in this course perform in 3-5 school concerts per year as well as certain designated special events such as assemblies, community performances and festival events. Students in this class are eligible to audition for places in the County, Region, and All-State Bands as well as the select instrumental ensembles.

CONCERT STRINGS

9
All students who play orchestra string instruments are eligible to enroll in this class. Both string and full orchestra music will be studied. Fundamentals of bowing, intonation, tone quality, and musicianship will be stressed. Those students who enroll in this course perform in 3-5 school concerts per year as well as certain designated special events such as assemblies, community performances and festival events. Students in this class are eligible to audition for places in the Region and All-State Orchestras and they are encouraged to participate in smaller string ensembles.
STRING ORCHESTRA 1, 2, 3

10-12
All students who play orchestra string instruments are eligible to enroll in this class. Both string and full orchestra music will be studied. Fundamentals of bowing, intonation, tone quality, and musicianship will be stressed. Those students who enroll in this course perform in 3-5 school concerts per year as well as certain designated special events such as assemblies, community performances and festival events. Students in this class are eligible to audition for places in the Region and All-State Orchestras and they are encouraged to participate in smaller string ensembles.

CHOIR 2H, 3H
STRING ORCHESTRA 2H, 3H
WIND SYMPHONY 2H, 3H

Prerequisite: Grade of A- or better in previous year music course

10, 12
The honors level music courses are available to seniors who are registering for their third consecutive year of band, choir, or orchestra. Qualifying students must have attained a minimum final year grade of A- for their previous year music performance course. Students in these courses are required to complete all course requirements of the standard third year upper class course. In addition, the student will:

- perform two approved solos; one in a public recital, one in a private faculty jury.
- attend an approved community or professional level concert and submit a 3-5 page written review.
- write program notes for each concert presented by their ensemble.
- complete a research project on an approved music topic.

EXPLORING MUSIC

9-12
This is a non-performing music class for students in grades 9-12. This course is designed to be a music course that teaches students about the “ingredients” of music such as melody, harmony, rhythm and form. Students will explore the basics of music through learning to play piano/keyboard and guitar; through listening to and examining popular music; and by creating music with computers at a digital audio workstation (DAW) in the music department.

GUITAR 1

9-12
This course is for any student in Grades 9 - 12 who wants to play guitar; learn basic music theory and reading skills through playing chords, melodies and improvising with a guitar.

GUITAR 2

10-12
Prerequisite: Guitar 1 or previous guitar playing experience
This course is for any student in Grades 10- 12 who wants to play guitar; learn basic music theory and reading skills through playing chords, melodies and improvising with a guitar.

MUSIC THEORY & TECHNOLOGY

11, 12
This course is designed for the serious music student, in Grades 11 or 12, who wants to delve deeply into the elements of music: pitch, rhythm, harmony, texture, and form - and how to compose and arrange these elements into original music using the digital audio workstations (DAW) located in our music department. This course is recommended for students who can play an instrument or read music.

AP MUSIC THEORY

11, 12
The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.
Our Technology and Engineering program is where knowledge and skills come together for students of all interests, especially those that will become future STEM leaders. We teach new skills and tools in a safe environment where students have fun, apply their ingenuity, and feel the rewards of designing and building projects of which they can be proud of.

TECHNOLOGY AND ENGINEERING FOUNDATIONS 1

9-11
The Technology and Engineering Foundations course will provide the requisite skills and knowledge necessary for students interested in STEM career pathways. This course also serves as the best course for students that wish to explore STEM interests and/or fulfill a course requirement for graduation with a technology and engineering course. The course is highly hands-on and project oriented and students gain foundational experiences in hand sketching and drawing, computer aided design (CAD), engineering design, electronics, computer programming, and the use of hand, machine, and prototyping tools. This course is the foundational course for three career pathway programs: engineering, information technology and computer science, and health and biomedical sciences.

BIOMEDICAL TECHNOLOGY 1 1

10, 11
This is a first year course for students interested in pursuing a Biomedical Sciences career pathway. Students will participate in hands-on activities focusing on applications of biomedical engineering including the design and construction of medical devices, diagnostics, and monitoring equipment. Science, mathematics, and technology will be integrated and applied to ethically solving real-world problems. Speakers and field trips will also be utilized to provide students with an introduction as to how the studies of biomedical engineering and biomedical science provide career opportunities in one of New Jersey’s key industries. Recommended prior course: Technology and Engineering Foundations

BIOMEDICAL TECHNOLOGY 1 HONORS 1

10, 11
In addition to all of the technology and engineering topics in Biomedical Technology 1 listed above, students will also complete an intensive introduction to Biomedical Sciences. Students will learn techniques necessary for applications of biotechnology, genetic engineering, cancer and metabolic disease treatment.

BIOMEDICAL TECHNOLOGY 2 1

11, 12
Prerequisite: Biomedical Technology 1, 1H
This is a second year course for students interested in pursuing a Biomedical Sciences career pathway. Students will participate in hands-on activities focusing on applications of biomedical engineering including the design and construction of medical devices, diagnostics, and monitoring equipment. Science, mathematics, and technology will be integrated and applied to ethically solving real-world problems in areas including, but not limited to, prosthetics and robotic surgery. Speakers and field trips will also be utilized to provide students with an introduction as to how the studies of biomedical engineering and biomedical science provide career opportunities in one of New Jersey’s key industries. Recommended prior course: Technology and Engineering Foundations

BIOMEDICAL TECHNOLOGY 2 HONORS 1

11, 12
Prerequisite: Biomedical Technology 1, 1H
In addition to all of the technology and engineering topics in Biomedical Technology 2 listed above, students will also complete an intensive study in Biomedical Sciences. Students will learn techniques necessary for applications of biotechnology, genetic engineering, cancer and metabolic disease treatment.
INNOVATION AND INVENTION
10-12
The Innovations and Invention course provides a context for young people to develop and apply their ingenuity. Developing the power of creative imagination in young people is crucial to their future success and also to the nation’s economic prowess. This course seeks to develop students’ ability to apply clever ideas to solve problems and meet technological challenges. The course ideal is one in which students are able to research and imagine a range of possible solutions to problems, make appropriate decisions, develop and implement effective solutions, and recognize opportunities for entrepreneurial success.

TECHNICAL AND ARCHITECTURAL DESIGN 1
10-12
This is the introductory course for students interested in engineering, architecture, design, or any technical career. Extensive use of computer-aided drawing and design (CAD) will give the student necessary background information and experiences consistent with those needed as undergraduates in any of the aforementioned majors.

TECHNICAL AND ARCHITECTURAL DESIGN 2
11, 12
Prerequisite: Technical and Architectural Design 1
This course continues with the principles taught in Technical Drawing and Design I, but with opportunities for broader computer application. This includes practice in perspectives, development of surfaces, sections, threads, assemblies, and exploded views. Creative problem solving, material analysis, technical research, and documentation problems will be employed to further the technical education of those students electing this course.

TECHNICAL AND ARCHITECTURAL DESIGN 3
12
Prerequisite: Technical and Architectural Design 2
This course is designed to instruct students in the fundamentals of engineering graphics using computer-aided drawing and design (CAD). Students will learn to draw cams, gears, assemblies, and exploded views on both CAD and traditional systems, using creative problem solving techniques and the development of an invention. Students will be given the opportunity to create designs and prepare working drawings and prototypes to substantiate their designs.

WOODWORKING PROCESSES AND PRODUCTS 1
10-12
Through the use of creative problem solving, and the use of technological innovations, students will be instructed in the safe use of hand and power tools, characteristics of various woods, assembly techniques, design, characteristics of various natural woods and synthetic materials, finishing and the efficient use and conservation of resources. Projects will be used as a medium to develop student skills.

WOODWORKING PROCESSES AND PRODUCTS 2
11, 12
Prerequisite: Woodworking Processes and Products 1
Using the skills learned in Woodworking Processes and Products I, the students will learn more advanced power tool operations, fabrication techniques, joinery, glues, fasteners, and spray finishing techniques. Technical documentation, the use of robots in manufacturing, CAD, and creative problem solving techniques will be employed to further the technological education of the students in this field. Projects will be used as a medium to develop skills.

WOODWORKING PROCESSES AND PRODUCTS 3
12
Prerequisite: Woodworking Processes and Products 2
This advanced course will stress individual student needs in developing project design using various natural and synthetic materials, along with project construction and techniques consistent with those of a high tech manufacturing firm. Completion of the three woodworking courses will expose the students to advanced level technological experiences which they will be able to translate into a future career and vocational situations.
ENGINEERING DESIGN HONORS

11, 12
This course provides advanced study of technology and a transition to university level engineering and technology programs. Students experience practical, hands-on problem solving activities through a series of long-term projects. Students work both independently and in teams to design and make physical solutions and models to engineering related problems. The application of algebra, trigonometry, and physics will be stressed, but are not prerequisites. Topics explored include, but are not limited to aerospace, civil, electronics, communications, and mechanical.

COMPUTER PROGRAMMING

10-12
The primary goal of this course is to provide students with an introductory experience to computer programming. Students will be introduced to the main concepts of the design and engineering of computer applications through software principles such as object-oriented design, decomposition, encapsulation, abstraction, and testing. The course will provide an introductory experience and orientation to the C programming language. The emphasis of the course will be on good programming practices that draw upon the basic principles of engineering applied in software design.

COMPUTER PROGRAMMING HONORS

10-12
Entrance Exam Required
The Honors level Computer Programming course is for students with prior knowledge of at least one specific programming language, verified through a required exam administered by high school staff. The emphasis of the course remains on good programming practices that draw upon the basic principles of engineering applied in software design. Students will provided an opportunity to study for and obtain an industry valued credential such as and entry-level IT certification and/or certification in a specific programming language.

COMPUTER SCIENCE PRINCIPLES

11, 12
Prerequisite: (Computer Programming, Introduction to Programming)
Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, Computer Science Principles prepares students for college and career. The focus of the course is computational thinking and conceptual understandings of creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact, communicating, and collaborating. Students may engage in projects using a variety of programming languages in creating applications for variety of projects such as mobile and computer applications, microcontrollers, and robotics.

AP COMPUTER SCIENCE PRINCIPLES

11, 12
Prerequisite: (Computer Programming, Introduction to Programming)
In addition to all of the topics in Computer Science Principles listed above, AP Computer Science Principles students will also complete an intensive learning program following guidelines and requirements of the College Board. Students will be instructed in preparation for the associated AP exam for the course.

STEM CAPSTONE

12
The main goal of this course is to provide eleventh and twelfth grade students with an opportunity for a student driven, teacher guided, semi-structured project/problem based learning experience. This course provides an opportunity for students who are interested in integrative Science, Technology, Engineering, and Mathematics (STEM) topics to engage in a related project based experience. Students will work with their teacher to identify their core ingenuity competencies, to propose a comprehensive project, and identify resources needed to accomplish their project. They will then carry their project to fruition including a comprehensive presentation and assessment based upon the core ingenuity competencies.
THEATRE ARTS

The Northern Valley Theatre Arts Program is designed to provide opportunities for students to study all elements of theatre studies and production ranging from acting, directing, playwriting, theatre history and criticism to stagecraft, including the study of set construction and design as well as lighting, sound, costumes prop mastery, make-up, and stage management. The courses provide students an aesthetic and artistic appreciation of theatre as an art form, as well as a greater understanding of cultural context and its influence on human expression. Most importantly, through practical application, students will deepen their understanding of themselves and the roles they play both on the stage and off. Whether a student is interested in performance or behind-the-scenes work, he/she will have an opportunity to immerse him/herself in a full year course or multiple courses over a four-year period and will learn the importance of collaboration and respect in addition to gaining a greater sense of self-confidence and awareness through creative expression.

INTRODUCTION TO THEATER

9-12
This course provides an overview of the art, conventions, and history of the theater as well as some acting and improvisational exercises. Students will learn about following topics: basic techniques in acting, major developments in dramatic literature, major playwrights, the formation of theater as a cultural tradition, critical appreciation of the art, and an introduction to stage craft, lighting and sound design. This course is considered a survey class designed to fulfill the Fine Arts graduation requirement.

THEATRE ARTS 1, 2, 3, 2 HONORS, 3 HONORS

Theatre Arts 1 - 10, 11, 12
Theatre Arts 2, 2 Honors - 11, 12
Theatre Arts 3, 3 Honors - 12
This performance-based class is designed to introduce, develop, and master the skills necessary for successful participation in theatre arts. Primarily focusing on developing various acting, improvisation, and performance skills, these courses also provide opportunity for directing, scene study, script analysis and critique, and playwriting. The honors component is designed for students who wish to pursue these skills independently beyond the course requirements.
*Participation in school-wide extra-curricular performances is encouraged, but not required.

STAGECRAFT AND DESIGN 1, 2, 3

10-12
These classes introduce and develop the skills required in technical theater such as set design and construction, lighting and sound design, prop mastery, costuming, makeup, and stage management. Students will work hand-in-hand with extra-curricular theater performances as means of applying the technical skills learned in class. The class will also provide leadership and management roles and opportunities. Students are encouraged to take the Introduction to Theater course prior to these courses.
One of the greatest of human attributes is that of creation. All individuals possess the capacity to learn about and expand their creative potential, and our visual arts program is designed to do just that. The visual arts curriculum includes eight, full-year elective courses which provide for both extensive and intensive experiences in the visual arts. Through a careful and fulfilling examination of the making of art, our students gain self-confidence, awareness, and increased visual literacy. Both creating and studying art foster a greater appreciation for humanity and life itself.

**ART EXPERIENCE**

1

9-12

It is strongly suggested that art students elect to take this course before others. The Art Experience course is designed as the foundation course for the visual arts program. Students will use various materials such as pencil, clay, linoleum, paint, and more to gain an understanding of the basic manipulation of multiple media. The student develops a vocabulary in the visual arts and explores personal solutions for problems in the arts. Art Experience provides an excellent springboard to the more specialized courses in our art program.

**DRAWING, PAINTING AND MIXED MEDIA 1**

1

10-12

Drawing, Painting and Mixed Media 1 is a class that starts with the essentials of drawing with pencil and paper, then moves through a variety of art making techniques and materials designed to improve student’s skill and imagination. Course topics/techniques include: contour line, shading and value, pen and ink, watercolor, and acrylic painting to create their own highly individualized works that reflect their interests and personalities. This class exposes the student to the various artistic styles and movements throughout history to improve his/her own work and aesthetic awareness. Much of the artwork produced by Drawing, Painting and Mixed Media 1 students becomes an integral part of their portfolios.

**DRAWING, PAINTING AND MIXED MEDIA 2 HONORS**

1

11, 12

Prerequisite: Drawing, Painting and Mixed Media 1

Drawing, Painting and Mixed Media 2H is an advanced course in drawing and painting that build upon the skills and techniques learned in Drawing, Painting and Mixed Media 1. This course has more of an emphasis on student directed projects. For serious young artists who plan to take Advanced Placement Studio Art, this course serves as an intermediary step, as work produced in the class may be used in the AP Studio Art portfolio.

**DIGITAL PHOTOGRAPHY**

1

10-12

This Digital Photography course will expose students to the materials, processes, and techniques of taking artistic photographs. Students will learn about the operation of a camera, composition, lighting techniques, depth of field, filters and software, camera angles, and image presentation. The course will cover strategies for manipulating recorded images related to black-and-white and color photography. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. In order to broaden the student’s understanding of photography as an art form, major photographers, art movements, and styles will be explored.

**PRINTMAKING AND PHOTOGRAPHY**

1

10-12

Printmaking and photography is designed to introduce the student to the many printmaking techniques available for personal artistic expression. These include block printing with linoleum and wood, etching with Plexiglas, silk screening, mono printing, as well as an extensive unit in digital photography and on site photography trips to reinforce real world applications of the techniques and principles taught in class. Emphasis is placed on personal creative work with the development of sound working habits and original designs. This course is excellent for students who not only want to major in visual art but for careers in photography, magazine editing and design, fashion, and other commercial art industries and applications.

**THREE DIMENSIONAL DESIGN (Sculpture)**

1

10-12

This course in sculpture encourages skillful and thoughtful manipulation of materials for the purpose of creating three-dimensional objects. It encourages students to express personal ideas and concepts through the aesthetic manipulation of shape, space, form and material. Students work in various media including ceramic clay, plaster, paper, and “found” materials. The Visual Arts Department hopes to expose students to fundamental relationships that exist between these areas as our young artists focus on improving their creative skills. This course will prove invaluable to students seeking careers in both Visual Arts and Architecture.
DIGITAL ART AND DESIGN

This hands on art course uses state of the art hardware and software to teach timeless principles of aesthetics and Design. Using their computers as creative tools, the students learn techniques of image manipulation, collage, digital painting, and typographic design. Professional industry standard software such as Adobe Illustrator and Photoshop are used to enable students to express themselves as they communicate using the visual language employed in advertisements and Fine art alike.

ADVANCED DIGITAL ART AND ANIMATION

Prerequisite: Digital Art and Design

The Advanced Digital Art and Animation course is designed to give students the opportunity to expand upon the artistic skills and knowledge learned in Digital Art and Design. Students will create projects in the areas of animation, motion graphics, and advanced digital painting and design. They will also learn to use peripheral devices such as video cameras, digital cameras, drawing tablets and scanners. Students will be taught the aesthetics of multimedia design and animation as well as emphasizing originality and quality of design. This class is ideal as an introduction to the 2D Design AP Studio class, or as an opportunity for students who wish to study Visual Arts at the college level to create a portfolio or demo reel.

VIDEO GAME, ANIME, AND COMIC BOOK ART

This class focuses on Art movements and professions such as comic book, anime, manga, and video game art that exist at the center of our popular culture. Using examples of artwork familiar to the students, the class traces the roots of these art forms back to their origins in Japanese woodcuts, early 20th century cartoons, character design and development, storyboarding, and Baroque painting. Students will learn the basic elements of drawing, digital coloring, and design as they create original work.

STUDIO ART PORTFOLIO 1 HONORS, 2 HONORS

Prerequisite: Two years of Northern Valley Visual Art classes or equivalent. In the case of student experience outside of NV, a portfolio assessment will be completed by the Department Supervisor and teachers.

This course is intended for the serious Visual Art student who is interested in completing a portfolio of work that can be used to apply to institutions of higher learning to study Art, Architecture, Fashion, or any field of Design. The scope of this portfolio work will be determined in collaboration between the student and teacher.

AP STUDIO ART - DRAWING
AP STUDIO ART - 2D DESIGN
AP STUDIO ART - 3D DESIGN

Prerequisite: Two years of Northern Valley Visual Art classes or equivalent. In the case of student experience outside of NV, a portfolio assessment will be completed by the Department Supervisor and teachers.

This course is intended for the serious Visual Art student who is interested in completing a portfolio of work that can be used to apply to institutions of higher learning to study Art, Architecture, Fashion, or any field of Design. The Advanced Placement College Board has created three distinct areas of study to choose from:

- **Drawing**: focuses on the aesthetics of mark making in all of its forms, whether made with pencil, paint, or some other medium.
- **2D Design**: includes Photography, digital Art, and some forms of drawing and Painting.
- **3D Design**: students build and create objects in three-dimensional space, like models, sculptures, or abstract assemblages.

All three areas of specialization require the student to create a body of work that demonstrates both a wide breadth of technical experience, and the ability to think creatively in the completion of self designed projects.
This course is designed to increase the student's awareness, understanding and appreciation of the visual arts. It meets the needs of both the student artist and those students who choose not to participate in creative visual arts classes. Art History provides the opportunity to learn about the creative process as well as the role art and artists have played in history. For the student artist, this course lays the necessary foundation for a more informed and sophisticated understanding of the visual arts.

The advanced placement format dictates a more culturally inclusive and technology related curriculum. It will encompass a study of major art forms such as painting, graphics, sculpture, and architecture. The course material is augmented by the use of various multi-media resources and visual arts experiences both in the classroom and in co-curricular settings. Serious eleventh and twelfth graders who are interested in an intensive study of the various facets of the visual arts and who have intentions to take the Advanced Placement Art History exam are encouraged to select this course.
Learning to become a critical consumer is one of the most important skills that students will need in order to successfully navigate the path from high school to adulthood. Decisions about how to spend and invest money are lifelong skills and very important to your financial future as well as the success of our national economy. This course is designed to develop personal strategies in career choice; money management; credit and debt management; planning, saving and investing; as well as risk management and insurance. Through the use of 21st Century skills, students will connect the concepts they learn in the course with the fast-paced, information-based world they live in.

This course may be offered in a hybrid format through PowerSchool Learning - learning management system.

**This course satisfies the State requirement for Financial Literacy.**

Note: the following courses may also satisfy the requirement of Personal Financial Literacy if not being used to satisfy other graduation requirements:

- **Business and Personal Finance**
  - *(Business Organization & Management)* 1.0
- Life Skills 1.0
- Economics 1.0
- AP Macroeconomics & AP Microeconomics 1.0

*(See course descriptions)*
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<td>Eng 4 - Legends &amp; Fantasy Lit. (E)*</td>
<td>Sociology *+</td>
<td>Precalculus (E)</td>
<td>AP Chemistry</td>
<td>Hebrew 1</td>
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<td>Sport in History</td>
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<td>History of the U.S. Through Film and Media *</td>
<td>Trigonometry/Statistics</td>
<td>AP Physics 2</td>
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<td>Film/Cinema Studies &amp; Criticism •</td>
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(AP) Advanced Placement Course  
(H) Honors Level Course  
(E) Enriched Level Course  
(s) Offered to students in accelerated math program (begins in middle school)  
(*) Semester Course - 1/2 Course Credit  
(**) Does not satisfy graduation requirements for English or History  
(+) Offered on an alternating year basis  
(*) Satisfies Personal Financial Literacy Requirement
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<th>Grade</th>
<th>Business Education</th>
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</table>

(AP) Advanced Placement Course  
(H) Honors Level Course  
(*) Semester Course - 1/2 Course Credit  
(*) Offered on an alternating year basis  
(*) Satisfies Personal Financial Literacy Req
SENIOR OPTIONS

Through Option 2, 12th graders are offered Senior Options enrichment experiences, such as Honors Independent Study Capstone, Structured Learning Experiences and College Experience.

HONORS INDEPENDENT STUDY CAPSTONE

12
Students work in collaboration with instructors as mentors to explore their talents, passions and interests in a real world setting. In addition, it provides a forum for students to showcase their original research, similar to what would occur in college and in our global society. Students will have an opportunity to earn credit for conducting comprehensive research, preparing and participating in competitions, publishing papers, and/or developing community-based programs. Students can pursue opportunities for independent study in a number of areas including Biology, Engineering and Technology, Performing Arts, Humanities, and others.

STEM CAPSTONE

12
The main goal of this course is to provide eleventh and twelfth grade students with an opportunity for a student driven, teacher guided, semi-structured project/problem based learning experience. This course provides an opportunity for students who are interested in integrative Science, Technology, Engineering, and Mathematics (STEM) topics to engage in a related project based experience. Students will work with their teacher to identify their core ingenuity competencies, to propose a comprehensive project, and identify resources needed to accomplish their project. They will then carry their project to fruition including a comprehensive presentation and assessment based upon the core ingenuity competencies.

STRUCTURED LEARNING EXPERIENCES (S.L.E.) - Teaching Mentorship

12
This is a program of study which includes supervised practical training in an educational setting. Students develop workplace readiness skills, professionalism, and independence. Students will also have an opportunity through observation, interview and study to develop an understanding of the teaching profession.

STRUCTURED LEARNING EXPERIENCES (S.L.E.) - Volunteering / Service Learning

12
Students will be able to receive high school credit by participating in a project that is designed to enhance and augment some aspect of the Northern Valley Community. Educational experiences will take place outside the school building during and/or after the regular school day or as determined by the representative of the community that is responsible for overseeing the project.

STRUCTURED LEARNING EXPERIENCES (S.L.E.) – Unpaid Internship / Job Shadowing

12
This is a program of study which includes supervised practical training. Students develop workplace readiness skills, professionalism, and independence. Students will also have an opportunity through observation, interview and study to develop an understanding of specific occupations.

WORK STUDY - Community Based Internships (CBI) & Cooperative Business Education (CBE) 1 to 3

12
The school provides classroom training in developing business knowledge, workplace skills, and occupational information while the business community provides the employment where the students practice these skills and acquire experience that can only be gained on the job. Community Based Internship (CBI) course will develop skills to educate students and prepare them for the transition from school to the world of work. Students will develop skills and strategies that promote personal responsibility related to employment.

COLLEGE EXPERIENCE – BCC Prep, College Experience, College Option

12
Students have the opportunity to enroll in courses at Bergen Community College and other local colleges to earn up to 18 college credits. A half-day schedule is available to attend afternoon courses. Evening classes are available.
Northern Valley Regional High School has articulated with several colleges and universities, including Seton Hall University, NJIT and Bergen Community College, to allow for certain high school courses to be cross-listed with college level courses in a dual-enrollment format.

In reviewing Northern Valley’s courses, curricula and instructors, the post-secondary institution has certified that the course work and rigor match those of college level courses. By engaging in this process with partner institutions, Northern Valley’s curriculum office, supervisors and teachers may develop coursework most appropriate to support the college readiness of all our students.

In addition, 11th and 12th grade students have the option to earn college credit by enrolling simultaneously through the college or university for the course being taught at the high school.

While enrollment in the college-level course is optional, there are several potential benefits to consider: students have an opportunity to challenge themselves and demonstrate success in college-level courses, college credits are available to families at a substantially reduced rate and college credits may be transferable once a student is admitted to college.

Course requirements are identical for every student enrolled in these approved high school courses regardless of whether a student elects to enroll in the college course. Also, all high school courses approved for dual enrollment will be noted as such on the high school transcript regardless.

The following classes have been approved in the past for dual enrollment:

<table>
<thead>
<tr>
<th>Accounting Honors</th>
<th>Advanced Baking &amp; Pastry</th>
<th>Advanced Digital Art &amp; Animation</th>
<th>AP Art History</th>
<th>AP Chemistry</th>
<th>AP Chinese</th>
<th>AP Computer Science A</th>
<th>AP English Language</th>
<th>AP English Literature</th>
<th>AP European History</th>
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<tbody>
<tr>
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<td>AP French</td>
<td>AP Physics C: Mechanics &amp; Electricity &amp; Magnetism</td>
<td>AP Spanish</td>
<td>AP Statistics</td>
<td>AP Studio Art</td>
<td>AP Studio Art 2D, 3D or Drawing*</td>
<td>AP US Gov’t &amp; Politics</td>
<td>AP US History</td>
<td>AP World History</td>
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<td>Accounting Honors</td>
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As courses and teachers are re-approved each year by the certifying college or university, Northern Valley dual enrollment offerings may vary from year-to-year, building-to-building and teacher-to-teacher.

Articulations with additional institutions and for additional courses are being explored. As such, courses in addition to those listed above may be approved for dual enrollment.

Enrollment and tuition payment are the responsibility of the family. The certifying college or university maintains the college transcript.

Families are encouraged to research transferability of credits, and this varies among institutions, programs and majors.
Northern Valley Regional High School, through Option 2, will consider courses not offered through our Program of Study for inclusion on the transcript.

Written request for consideration must be presented during the scheduling process in the Spring and prior to the start of the course and pre-approved by administration.

Courses must be taught by a certified teacher and must be offered through an accredited institution or program. For example, the institution has a CEEB code, is recognized by College Board as an approved provider, offers courses approved by the NCAA, etc.

Tuition and fees for such courses are the responsibility of the family.

Unless approved to do otherwise, the student must maintain his or her standard 7-credit minimum caseload while enrolled through these other providers. While these courses may count towards the required 24 graduation credits, they may not be used to satisfy a specific graduation requirement.

Credit will be awarded upon administrative review and satisfactory completion of work. Northern Valley High School reserves the right to require an independent final assessment and/or review of all coursework. Grades and credits may be listed on the high school transcript but will not count towards GPA.

Examples of approved providers include:
- Educere Education
- Miami University Global Institute
- New Jersey Virtual School
- University of Nebraska High School
- Virtual High School

Examples of courses that might be considered for approval:
- Anatomy & Physiology
- Astronomy
- Bioethics
- Business Math
- AP Comparative Government & Politics*
- AP German Language and Culture*
- AP Human Geography*
- AP Latin*
- AP Spanish Literature and Culture*
- Criminology
- Communications
- Oceanography
- Philosophy 1
- Pre-veterinary Medicine
- Screenwriting

* AP courses will be considered for 11th and 12th graders only.

Families should contact their guidance counselors to explore specific interests.
BERGEN COUNTY
VOCATIONAL-TECHNICAL SCHOOL
NORTHEAST SATELLITE – PARAMUS

Our Board of Education will provide tuition and transportation for students who wish to attend the Bergen County Vocational-Technical School, Northeast Satellite in Paramus. The vocational courses are offered on a half-day basis while the academic programs are taken at the home school. The first year is usually spent in exploring a variety of trades. Specialization begins with the second year of attendance at the Satellite Program. Attendance is possible provided that the student can meet all graduation requirements.

BERGEN COUNTY
VOCATIONAL-TECHNICAL SCHOOL
HACKENSACK – TETERBORO

Our Board of Education will provide tuition and transportation for students who attend one of the Bergen County Vocational-Technical High Schools. These students attend the Hackensack or Teterboro School on a full-time basis. Enrollment at these programs is by application directly to the specific programs based on academic interests and abilities.
AFFIRMATIVE ACTION

The Northern Valley Regional High School District is an Equal Opportunity/Affirmative Action institution. In compliance with relevant federal and state civil rights legislation, the system does not discriminate on the basis of sex, race, color, religion, national origin, age, or physical capability in the operation of its educational program or activities (enrollment, access to programs, physical education, athletics, counseling, use of facilities, and school sponsored extracurricular activities).

<table>
<thead>
<tr>
<th>District Board of Education Office</th>
<th>Superintendent’s Office</th>
<th>Principals’ and Supervisors’ Office</th>
<th>Affirmative Action Coordinators Offices Library</th>
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<tr>
<td>Mrs. Joanette Femia</td>
<td>Mrs. Luisella Marolda</td>
<td>Dr. Jennifer Mezzina</td>
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<td>Business Administrator/Board Secretary</td>
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<td>201-768-2200, Ext. 12100</td>
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</table>

HEALTH SERVICES

The school health services follow a health promotion/disease prevention philosophy. The health care needs of students must be met to facilitate their academic achievement. The nursing and health services at Northern Valley provide programs to meet these goals. Vision, hearing, and scoliosis screenings, as well as tuberculosis tests are conducted by the school nurse. The school nurse is available for immediate first aid to injured or ill students during school hours.

The school nurse provides health promotion education to students individually, maintains all health and immunization records and initiates home tutoring for extended school absences. In addition, the school nurse serves as the advisor to the Health Careers Club to encourage and provide students with an exploration of the many health careers available to them.

The school physician visits each school on a regular basis and is available to student consultation relating to health concerns.

LIBRARY - MEDIA CENTER

One of the most valuable experiences of your four years in high school will be the opportunity to go beyond the covers of your textbooks and the four walls of the classroom and laboratory by learning to use the rich information and recreational resources of the Library Media Center.

Many thousands of volumes covering all subject areas pertinent to the curricular offerings can be found in the Library Media Centers. Each building houses half of our extensive collection. Subscriptions to a variety of current periodicals both online and in print, five year of back files of many periodical subscriptions, and the New York Times are available. The reference collection includes many general and specialized encyclopedias, dictionaries, indexes, yearbooks, and handbooks. With the wealth of information available online, the reference department is moving out onto the World Wide Web with a subscription to a variety of databases. The Northern Valley libraries participate in the Bergen Electronic Library of Schools (BELS) consortium providing quick and efficient access to over 40 school library collections.
Keeping parents informed and involved helps to assure student safety and improve student success. With today’s on-the-go lifestyles, it has become more difficult for schools to reach families quickly and effectively. This is why Northern Valley has decided to implement a new system called School Messenger.

School Messenger is an essential tool for notification and communication. Within minutes of an emergency, school officials can use Instant Alert to deliver a single, clear message to the students’ parents or guardians by telephone, cell phone, e-mail, pager or PDA in any combination. School Messenger can also be used to notify you of a school closing due to inclement weather. It’s an equally effective way to keep you informed of everyday activities, such as event times and locations as well as schedule changes.

School Messenger is Internet based, allowing each family to maintain a secure, password protected online profile. Instructions for accessing the system and creating your profile are included at the bottom of this letter. You can log into your profile at any time to update your contact information. Maintaining the accuracy of your profile will increase the ability of the school to keep you informed.

Your online profile will enable you to:

- Input your personal contact information
- Select which type of school information you would like to receive on each of your contact devices
- Set the days and time of days you would like your phone devices to receive alerts
- View the alerts that have been sent to you in the past

Additional Web addresses:
www.nvnet.org
NORTHERN VALLEY REGIONAL HIGH SCHOOL DISTRICT
162 Knickerbocker Road • P.O. Box 270
Demarest, New Jersey 07627
MR. JAMES M. SANTANA
Superintendent
MS. DEBORAH SARMIR
Assistant Superintendent
MR. MARC CICCHINO
Director of Special Projects and Innovation
MS. JOANETTE FEMIA
Business Administrator/Board Secretary
MR. MATTHEW SPATZ
Director of Guidance
MS. BARBARA BATTAGLIA
Director of Special Education
MS. KATHLEEN O’FLYNN
Director of Curriculum and Instruction
MS. KATHY VUONCINO
Director of Special Education, Region III

NORTHERN VALLEY REGIONAL HIGH SCHOOL at DEMAREST
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Demarest, New Jersey 07627
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Principal
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Assistant Principal
MS. NICOLETTE PERNA
Assistant Principal

NORTHERN VALLEY REGIONAL HIGH SCHOOL at OLD TAPPAN
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