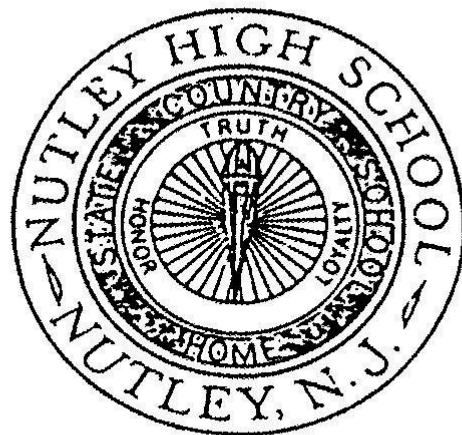


Program of Studies



2026-2027

Nutley High School

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Mr. Joseph Dwyer Supervisor of Global Studies

Mr. Vincent Vicchiariello Supervisor of Fine & Performing Arts & Career & Technical Education

Mr. Michael Hanley Supervisor of Special Services

Nutley High School

Mission Statement

Nutley High School empowers its students to lead and excel by providing a supportive learning environment, which challenges and inspires students to further develop the intellectual curiosity, skills, and knowledge needed to achieve their goals and succeed in a global society.

Belief Statements

We believe at Nutley High School that:

- Students should be challenged and inspired by the curriculum and extra-curricular activities.
- Students should continue to develop intellectual curiosity and problem-solving skills needed in our global society.
- Responsibility for education is an active partnership between the district and community stakeholders.
- Character education is integral to the development of self-esteem, which fosters positive growth and social responsibility.
- Respect, integrity, and pride in education are valued and practiced by staff and students.
- Students are entitled to a safe, positive school climate that promotes their physical, emotional, and social development.

Profile of the Graduate

A Nutley High School graduate will:

- Utilize technology to enhance learning and communication.
- Be competent in critical thinking, problem solving, collaboration, leadership, and decision-making skills.
- Recognize the importance of being life-long learners and acquire the skills necessary for continuous education.
- Possess a positive sense of self and a commitment to personal growth and wellness.
- Demonstrate proficiency in the core content areas and have an appreciation of the Arts.
 - Exhibit integrity, initiative, empathy, responsibility, and self-respect.

The Nutley School District will not discriminate on the basis of race, color, religion, national origin, ancestry, age, political affiliation, sex, armed forces liability, physical handicap, or social or economic status in its educational programs or activities and employment policies as required by Title IX of the Educational Amendments of 1972

and NJAC 6:4-1.1 et. seq

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Introduction

This catalog is a valuable reference manual for students, parents, and school personnel actively involved in curriculum planning at Nutley High School. It is a complete guide to the possible course offerings at Nutley High School. Each department has described its specific course offerings, highlighting the chief components of each course.

Please understand that final decisions regarding the actual offering of any particular course for the 2026-2027 school year will be dependent upon enrollment and budget constraints. Therefore, not all classes listed in this catalog are guaranteed to run every school year.

Planning an individual student's high school program of studies demands a cooperative effort between home and school. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes. The courses at Nutley High School provide students with many opportunities to meet their educational needs. Beyond state, district, college, and career requirements, students are encouraged to select courses that will be academically stimulating and personally enriching. In requesting particular courses, the following criteria should be considered.

Does the course:

- a. Meet the high school graduation requirements?
- b. Provide an outlet for interests in specific subject areas?
- c. Reflect a significant proficiency level?
- d. Provide a background for post high school plans leading to career options?
- e. Meet general college entrance requirements?
- f. Meet college entrance requirements specific to schools in which the student is interested?

Please note the following when considering your program plan:

- a. Make sound preliminary course requests. Initial low enrollment totals may lead to the cancellation of a course thus decreasing the options for change once the master schedule is complete.
- b. Focus on courses not teachers. *Students and parents should not make the mistake of requesting or refusing a course based on their perception of the assumed instructor.* Each request should be based on the merits of the course content and its value to the student's specific needs. Please understand that requests for schedule adjustments based on the issue of personnel will not be honored.
- c. Students should discuss specific subject area courses and level placements with teachers and/or department coordinators who can share valuable insight into the nature of specific courses prior to submitting their course requests.
- d. When planning course level placement options, consider taking the most challenging course load that you can handle without creating an undue burden. Any inquiries regarding scheduling should first be directed to the student's school counselor.
- e. Registration for and instruction in each of our classes is based on an individual student's needs.

NHS Career Pathways

A **Nutley High School graduate** will be prepared to thrive in an ever-changing world by utilizing technology to enhance learning and communication while demonstrating competence in critical thinking, problem solving, collaboration, leadership, and decisionmaking. Graduates will recognize the importance of being lifelong learners and will acquire the skills necessary for continuous education, personal growth, and wellness.

Nutley High School Career Pathways is a systematic mapped series of courses that matches NHS offerings with prospective career interests. Through NHS Career Pathways, students will have opportunities to leverage existing course offerings to build disciplinary pathways that highlight connections among courses, provide career-related experiences, and demonstrate practical applications of knowledge. These structured routes will incorporate internships, fieldwork, and other real-world experiences, supported by strategic scheduling to maximize opportunities. Students will also develop career readiness skills, cultivate a passion for lifelong learning, goal setting, and personal growth, and become empowered to take ownership of and accountability for their learning journey.

A booklet containing the information about NHS Career Pathways can be found on the district website's program of studies page.

School Counseling Services

The programs that individuals pursue in high school should reflect their aspirations, aptitudes, and achievements. Because individuals differ, programs too must differ. Since post-high school requirements for employment, college or vocational technical training are constantly changing, students must frequently reevaluate themselves in terms of their immediate and long-range goals.

Parent/guardian(s) are expected to assist the student in the development of a curriculum plan. They should monitor the student's performance and progress. School counselors are resources to both students and parents or guardians in the development and monitoring of educational programs and are available for consultation. Additionally, school counselors conduct individual conferences and group lessons to help students with educational planning.

Students who are having severe difficulty in reading, mathematics, and/or writing may receive supplemental instruction upon the recommendation of the department coordinator and/or the evaluation and approval of the Special Services Director. Parents or students may initiate this service by contacting the appropriate department coordinator, school counselor, or Child Study Team case manager.

School Counselors: Persis Aviles, Lauren Birnbaum, Jill Divilio, Michael Smagula, Carrie-Anne Vos

Student Assistance Specialist, Anti-Bullying Specialist: Erin Theodorou

Child Study Team: Adrienne Bellini, Julianna Natale, Michael Ocejo, Albiona Vinca, Jessica Wick

Transition Coordinator: Michelle Yasso

Routes for Obtaining a State Endorsed High School Diploma

1. Traditional Route – Fulfill 130 credits in four years.
2. Traditional Route, Early Graduation Option – Fulfill the traditional 130-credit graduation requirement in three years rather than four.
3. Traditional Route, Early Departure Option – Withdraw from high school early if accepted into college without a high school diploma. Students could then apply college credits back in order to fulfill the traditional 130-credit requirement. The diploma would be awarded after official transcripts from the college are received and verified by the Coordinator of School Counseling and Principal, if certification is required.
4. Option ii – Students have the opportunity to fulfill the 130-credit requirement for graduation through the Option ii process if approved. The January 2004 amendment to NJAC 6A:8-5.1(a)1 clarifies that the Board of Education, in developing their graduation requirements, may use a combination of options rather than limiting themselves to only one. Under Option ii, the Board of Education may utilize performance or competency assessment to approve student completion of programs aimed at meeting or exceeding the New Jersey Student Learning Standards at the secondary level, including those occurring all or in part prior to a student's high school enrollment. Activities and programs developed in accordance with Option ii shall include appropriate assessments that ensure student achievements meet or exceed the New Jersey Student Learning Standards.

Testing Graduation Requirements

In order for a student to graduate and receive a high school diploma from Nutley High School, a student must:

- Earn a minimum of 130 credits through a traditional or Option ii program and
- Participate in and pass the New Jersey Graduation Proficiency Assessment in Mathematics and ELA.
 - If students did not demonstrate proficiency by passing the mathematics and/or ELA component(s), such students may access the following pathways:

English Language Arts	Mathematics
<p>One of the following:</p> <ul style="list-style-type: none"> • ACT Reading ≥ 17 • Accuplacer WritePlacer ≥ 5 • Accuplacer WritePlacer English Second Language ≥ 4 • PSAT10 Evidence Based Reading and Writing (EBRW) ≥ 420 • PSAT10 Reading ≥ 21 • PSAT/NMSQT EBRW ≥ 420 • PSAT/NMSQT Reading ≥ 21 • SAT EBRW ≥ 450 • SAT Reading ≥ 23 	<p>One of the following:</p> <ul style="list-style-type: none"> • ACT Math ≥ 17 • Accuplacer Elementary Algebra ≥ 49 • Accuplacer Next-Generation QAS ≥ 250 • PSAT10 Math Section or PSAT/NMSQT Math Section ≥ 420 • PSAT10 Math or PSAT/NMSQT Math ≥ 21 • SAT Math Section ≥ 440 • SAT Math Test ≥ 22

*Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics, students will have the opportunity to re-take the assessment in the fall. If still unable to demonstrate proficiency, students can meet the requirements through the alternate pathways listed above, or through a portfolio appeal in grade 12.

*IEPs of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway.

*The above requirements apply to the class of 2023-2026. Updated requirements have not yet been disseminated by the DOE and are subject to change.

Traditional 130-Credit Program

Earn a minimum of 130 credits by successful completion of the prescribed courses listed on the Graduation Requirements Chart. Every Nutley High School student should be scheduled for a minimum of 35 credits per year. Any student enrolled in less than 35 credits must have administrator approval. It is recommended that each student enrolls in a minimum of four (4) core classes each year.

Each full-year course that meets routinely for one non-extended class period shall yield five (5) credits. Half-year courses that meet routinely for one non-extended class period shall yield two and a half (2.5) credits. Physical Education courses that meet routinely for one class period for three marking periods shall yield three and three-quarter (3.75) credits and quarter courses meeting routinely for one class period shall yield one and one-quarter (1.25) credits. Courses meeting for extended periods, a portion of a year, or a portion of a week shall be prorated. For example, a lab course shall be awarded one (1) additional credit if that class routinely meets for additional time.

Option ii Program

The 130-credit requirement may be met in whole or in part through program completion of the Option ii program.

The January 2004 amendment to NJAC 6A:8-5.1(a)1 clarifies that the Board of Education, in developing their graduation requirements, may use a combination of options rather than limiting themselves to only one. Under Option ii, the Board of Education may utilize performance or competency assessment to approve student completion of programs aimed at meeting or exceeding the New Jersey Student Learning Standards at the secondary level, including those occurring all or in part prior to a student's high school enrollment. Activities and programs developed in accordance with Option ii shall include appropriate assessments that ensure student achievements meet or exceed the New Jersey Student Learning Standards.

Note: Minimum graduation requirements, as prescribed in NJAC 6A:8-5.1, do not equate to college admission requirements.

Option ii is named for a specific part of New Jersey Administrative Code (N.J.A.C. 6A: 8-5.1(a)ii) which sets guidelines for graduation requirements. "Option ii" allows districts to create a program through which students may earn credit toward graduation in a non-traditional way. Option ii allows for the student design and implementation of programs to meet their needs. Option ii programs can be designed as self-directed learning, internships, college or vocational coursework not offered at Nutley High School.

Self-Directed Learning is a unique learning experience designed entirely by the student to meet individual objectives related to student interests and career goals. Self-Directed Learning differs from Work Based Learning in that it does not require the student to report to a worksite or supervisor during his/her Option ii time. While Self-Directed Learning may incorporate career shadowing, service learning and/or collaborative projects with a business/company/agency, etc. the learning does not center around one single placement.

The College Coursework Option is available to students who request to enroll in college or vocational courses not equivalent to Program of Studies options while attending NHS. Courses must meet the approval of the department coordinator and building principal.

Students that are interested in any of the Option ii experiences should complete an Option ii application, where they will be asked to identify their learning needs, and develop a plan to meet those needs. This application must be completed by March 13, 2026, so that it may go to the Option ii committee for approval.

Course Graduation Requirements

Graduation Requirements Chart

Subject Area	Required Credits
English ¹	At least 20 credits
Social Studies ²	At least 10 credits for US History
US History	At least 5 credits for World
World History	History
Mathematics ³	At least 15 credits
Science ⁴	At least 15 credits
Physical Education, Health and Safety ⁵	At least 5 credits for each year of enrollment
Visual and Performing Arts ⁶	At least 5 credits
21st Century Life and Careers Education ⁷ (Practical Arts)	At least 5 credits
World Languages ⁸	At least 5 credits
Financial Literacy ⁹	At least 2.5 credits
Total Minimum Credits Required	130

¹**English: Twenty (20) credits including:**

Grade 9 – English I or I Honors

Grade 10 – English II or II Honors

Grade 11 – English III, English III Honors, AP English Lit, AP English Lang

Grade 12 – English IV, AP English Lit, AP English Lang

² **Social Studies: Fifteen (15) credits including satisfaction of NJSA 18A:35-1 and 2; five (5) credits in World History; ten (10) credits in US History, and the integration of civics, economics, geography, and global content in all course offerings.**

³ **Mathematics:** Fifteen (15) credits including at least five (5) credits in Algebra I, five (5) additional credits in Geometry, and an additional five (5) credits in a math course that builds upon Algebra I and Geometry.

⁴ **Science:** Fifteen (15) credits including at least five (5) credits in laboratory biology/life science or the content equivalent, at least five (5) additional credits in a laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics, and at least five (5) additional credits in a lab/inquiry-based science course.

⁵ **Physical Education, Health and Safety:** This includes driver education theory and family life education. Students with an authorized reason may be excused from the physical activity part of the regular program and will be assigned an alternative activity. Physical Education and Health courses are required by the State of New Jersey and must be passed each year. If a student fails Physical Education and/or Health for the year, the student is strongly encouraged to take and pass

the course in summer school.

⁶ Visual and Performing Arts: This includes all courses under Visual Arts and Music with the exception of Stage Craft.

⁷ 21st Century Life and Careers: All courses under the Career and Technical Education fulfill this requirement with the exception of the internship, work and vocational experiences.

⁸ World Language: All students will fulfill the one-year world language requirement. MultiLanguage Learner (ML) students who take an additional English or English as a Second Language (ESL) class may use that second English class to fulfill the requirement.

⁹ Financial Literacy: Required for all. Financial Literacy or course equivalents (as listed in course descriptions to follow) can fulfill the state-mandated two and a half (2.5) credits for the financial, economic, business, and entrepreneurial literacy graduation requirement.

Advanced Placement (AP) Program

Students may request to enroll in AP courses in the following subjects: English Language, English Literature and Composition, Studio Art: Drawing, 2D, and 3D, Art History, Computer Science Principles, Computer Science A, Calculus AB, Calculus BC, Statistics, Biology, Chemistry, Physics I, Physics II, Environmental Science, U.S. History, US Government and Politics, Human Geography, Macroeconomics, Italian Language & Culture, Spanish Language & Culture, Latin.

AP courses are college level courses offered in high school for students interested in pursuing a thorough, comprehensive program of study and research. These are courses in which the College Board determines the curriculum. All students wishing to enroll in an AP course must complete an online [AP Recommendation Form](#) by March 13, 2026, and complete any outlined prerequisites and/or assessment requirements for the particular content area

Students scheduled for AP courses are required to take the AP examinations in May. There is an approximate fee of \$100 required by the College Board for students who sit for the AP exam. Students who are eligible for a fee waiver may pay a free or reduced rate. After completing the AP exam, students will be required to remain academically engaged for the balance of the school year. During the final exam period in June, AP students will be required to complete a culminating task for each AP course, which may include a capstone project/presentation, traditional final exam and/or service learning project/presentation. The grade on this culminating task will count towards the final grade for the course.

Failure to complete the AP exam in May will result in loss of weighted credit, which will be reflected in the student's transcript. For extenuating circumstances, an appeal can be filed with the school administration.

AP courses cannot be added after the second week of school, and students will be responsible to make-up missed summer work should they register after the start of school.

Upon completing the AP recommendation and authorization process, students will be required to pay for each of the exams in which they have enrolled for the upcoming school year. This payment is to be processed through MySchoolBucks by September 12, 2025. Failure to do so will result in a student's removal from the AP course(s). In this case, a student will be placed into a course with an open seat in the same period and/or a study hall if the student does not have one.

If a student receives a 3, 4, or 5 on the AP exam it might be possible to:

1. Receive college credit for that particular AP course.
2. Be granted an exemption by the college or university from beginning courses.
3. Gain tuition savings – up to a year of credit may be given to students with qualifying grades.
4. Have time to explore undergraduate subject areas that the student would not otherwise be able to study.
5. Gain eligibility for honors and other special programs open to students who have received AP recognition.

The score reported on the AP examination as well as each college or university's AP policy, determine how the above benefits apply. For a current list of college AP policies, refer to: <https://apstudents.collegeboard.org/getting-credit-placement/search-policies>

Scheduling Parameters

Course Levels

Initial course level placement will be based on teacher recommendation, demonstrated competency within the discipline, and successful completion of prerequisite courses. Students and their parents or guardians wishing to change the recommended placement must complete and submit an online [Petition to Change Course Recommendation](#) form by April 15th of the 2025-2026 academic year. A petition to change course level in a mathematics or world language course may require successful completion of an assessment. Students may not petition into a class that requires an audition or the review of a portfolio.

Level Changes

It is strongly recommended that all level changes be made in consultation with the counselor, teacher, department supervisor, and parent/guardian(s). There must be an open seat in the requested course as well as any other courses affected by the schedule change in order for the change to be made. Maintaining acceptable class size will be a priority.

If a student or parent/guardian wishes to increase the course level, the students should complete the online Petition to Change Course Recommendation form, the last school day of the 2025-2026 academic year and submit it to the Coordinator of School Counseling. The student, parent, and school administrators must sign off on the level change. All petitions require a student letter explaining the student's areas of weakness and his/her plan to address these in the higher-level course. In addition, students are required to meet with the supervisor of the content area. If space is available, students are expected to complete the same work and be evaluated against the same standard as all other students in the class and any grade received will be final.

Students hand in signed Schedule Change forms (hard copy form found in the appendix section) to the Coordinator of School Counseling as soon as the schedules are released and forms are able to be completed, based on availability of staff for required approvals. Schedule change forms will be addressed in the order they are received. Students are encouraged to submit completed forms to the Coordinator of School Counseling prior to the start of school.

If a student or parent/guardian wishes to decrease the course level, the student must complete the Schedule Change form (hard copy form found in the appendix section). The student, parent, and school administrator must sign off on the level change. It is suggested that students complete a Schedule Change form for a level change by the last day of the 2025-2026 academic year to increase the chances of a seat being available in that course. All deadlines for schedule changes are on the Schedule Change Form. In addition, the student is responsible for missed work. Grades of courses in progress follow the student in a level change. Grades in progress may be evaluated by the teacher and/or department coordinator on a case-by-case basis.

This procedure does not pertain to errors or omissions in scheduling.

Course Changes

There must be an open seat in the requested course as well as any other courses affected by the schedule change in order to initiate the Drop/Add. Students must meet all prerequisites for course changes. This procedure does not pertain to errors or omissions in scheduling. In addition, the student is responsible for missed work. Change requests must be submitted no later than September 18, 2026. (September 11, 2026 is the deadline to add a new AP course).

Course Withdrawals

Students may elect to withdraw from a course within the timeline listed below:

- Year courses – No later than the last day of the 2nd marking period.
- Semester courses – No later than the last day of the 1st or 3rd marking periods.

Effect of Withdrawal on Permanent Record

1. A student who elects to withdraw from a year course within the first 30 calendar days of the school year is to be removed from the class roster. No record of this withdrawal shall appear on the student's permanent transcript.
2. A student who elects to withdraw from a year course any time after the first 30 calendar days of the school year is to be removed from the class roster. A record of withdraw

passing (WP) or withdraw failing (WF) is to be maintained throughout the remainder of the year and recorded on the student's permanent transcript.

3. A student who elects to withdraw from a fall semester course within the first 15 days of the marking period is to be removed from the class roster. No record of this withdrawal shall appear on the student's permanent transcript. After this date, a record of WP or WF is to be maintained throughout the remainder of the year and recorded on the student's permanent transcript.
4. A student who elects to withdraw from a spring semester course within the first 15 days of the marking period is to be removed from the class roster. No record of this withdrawal shall appear on the student's permanent transcript. After this date, a record of WP or WF is to be maintained throughout the remainder of the year and recorded on the student's permanent transcript.
5. A student who is withdrawn from a course by an administrator due to a violation of building rules or procedures or other extenuating circumstances on a case-by-case basis will receive a withdraw (W) on the permanent transcript.
6. No Credit (NC) will be only used for students entering Nutley High School from another district who have not received credit in a course while in the prior district.

Audits

Students may choose to audit a class for the purpose of enrichment or to repeat a course that is a prerequisite for another course. The audit agreement is made between the student, teacher, and administration and will be addressed on a case-by-case basis once the school year has begun. Acceptance is based on availability and approval. If an audit agreement is made, teachers are not required to evaluate student work or progress. Students who withdraw from a course may not audit that same course or another course. Students should complete the "Request to Audit Course" section of the Schedule Change Form and hand it in to the Coordinator of School Counseling for approval. Students who audit a course are expected to follow all classroom rules, procedures, attendance requirements, and the course syllabus. Failure to comply will result in removal from the course. The course audit, when completed, will appear on the permanent record but no credit will be issued. Audited courses do not fulfill graduation requirements. A record of AU will appear on the student's transcript.

Students having already completed an academic grade level from out-of-district and moving into the school district prior to the completion of that same school year may be placed in classes as an auditing student.

Dual Enrollment Programs

Nutley High School offers dual enrollment programs with Rutgers University and Seton Hall University. These programs afford students the opportunity to earn academic college credit while attending high school. Please contact Mrs. Rubino (Rutgers University) or Mr. Dwyer (Seton Hall University) for more information. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Grading Parameters

Course Weighting

There are two levels of course weightings utilized for the purpose of calculating grade point average.

1. Unweighted Courses

Any course not designated Advanced Placement (AP) or Honors (H)

2. Weighted Courses

Includes Advanced Placement (AP) and Honors (H) courses

Each student will have an unweighted and weighted grade point average that will be calculated each marking period. Unweighted grade point average (GPA) is based on a scale beginning with 0.0 and having a ceiling of 4.0. Weighted grade point average (WGPA) is based on a scale beginning with 0.0 and having a ceiling of 4.5. All graded (non-pass/fail) courses are used in the calculation of GPA and WGPA. A student's cumulative GPA and WGPA are tabulated and posted on the transcript at the conclusion of each school year and on quarterly report cards.

Numeric Equivalents

Grade	Grading Scale	UNWEIGHTED	WEIGHTED
		Standard	AP/H
A	94.0 – 100	4.0	4.5
A-	90.0 – 93.9	3.7	4.2
B+	87.0 – 89.9	3.3	3.8
B	83.0 – 86.9	3.0	3.5
B-	80.0 – 82.9	2.7	3.2
C+	77.0 – 79.9	2.3	2.8
C	73.0 – 76.9	2.0	2.5
C-	70.0 – 72.9	1.7	2.2
D+	67.0 – 69.9	1.3	1.8
D	60.0 – 66.9	1.0	1.5
F	Below 60	0.0	0.0

Determining Final Course Average

Final course averages in full year courses (4 marking periods) will be calculated as follows:

- The final exam will count as 8% of the final course grade.
- Each marking period will count as 23% of the total grade.

Final course averages in $\frac{3}{4}$ year courses (3 marking periods) will be calculated as follows:

- Average of the 3 marking period grades

Final course averages in $\frac{1}{2}$ year or semester courses (2 marking periods) will be calculated as follows:

- Average of the 2 marking period grades

These calculations are subject to change and apply to courses which have a final exam. Final course averages in a 1 marking period course are recorded as the final course grade which may include a final assessment.

A senior may be exempted from taking the final exam in a course, and will receive an "X" for the final exam grade, as long as the student has achieved a minimum overall average of at least a 90 in the course through Senior Final Exam Exemption Day (Friday, May 29, 2026) and has not received any marking period grade below an 80.

Steps for Determining GPA and WGPA

1. For each graded (non-pass/fail) course the student completes, multiply the GPA value of the letter grade received times the number of credits earned to determine the number of quality points awarded. When calculating WGPA for AP and Honors courses grade point equivalents increase by 0.50 prior to multiplication by credits earned.
2. Divide the quality point total by the total number of credits attempted. This will yield the grade point average. The same method is used for calculating GPA and WGPA.
3. For mid-year GPA or WGPA calculation, multiply the GPA value of the current year-to-date average by the prorated number of credits earned to date. (For a fivecredit class, 1.25 credits are earned at the end of the first marking period, 2.5 credits are earned at the end of the second marking period, and 3.75 credits are earned at the end of the third marking period.)

GPA for Transfer Students

With regard to transfer students, Nutley High School shall consider as weighted those courses taken at other schools when the corresponding Nutley High School course is weighted or would be weighted, if offered.

Process for Resolving Incomplete Grades

1. A grade of Incomplete (I) will be given for the marking period only when there is just cause, *e.g.*, work missing due to absence or illness. Otherwise, students are expected to submit work on time. While it is permissible to accept work that is late, students are expected to complete all work prior to the end of the marking period.
2. Students are expected to resolve incomplete assignments no later than ten (10) school days after the close of the marking period. Unresolved incomplete assignments will be automatically turned into a grade of zero (0) after ten (10) school days. Any grade of

zero (0) earned on an incomplete assignment will be averaged in with the other grades earned during the marking period unless the work is completed. After ten (10) school days, the marking period average will replace the Incomplete (I) on the report card.

3. If an extension is sought due to extenuating circumstances, the student and parent are responsible for contacting NHS administration and providing the requested documentation.

Rank in Class

At Nutley High School, we create an environment that is academically rigorous. The majority of our students meet that challenge by earning exemplary grades. We believe that rank in class unnecessarily increases competition and that our students' levels of achievement are not equitably or fully communicated by this single transcript statistic. Nutley School District policy therefore precludes the reporting of rank in class.

Valedictorian and Salutatorian are determined by identifying the students with the highest and second highest all class Weighted GPA respectively, after the completion of marking period 3 of senior year.

Academic Awards

Honor Roll

To qualify for the honor roll, a student must earn no less than a B- in all subjects.

High Honor Roll

To qualify for the high honor roll, a student must earn no less than an A- in all subjects.

National Honor Society

The National Honor Society promotes recognition for students who demonstrate outstanding achievement in the areas of scholarship, character, leadership, and service. In order to qualify, students must meet the criteria outlined below. Students are eligible for the National Honor Society in the spring of their junior year.

Requirements:

Spring of Junior Year for Graduating Classes up to 2028

- Students must participate in at least nine (**6**) school service activities.
- Students must complete **twenty-four (24) hours** of community service.
- The **3.75** weighted GPA requirement for the spring-junior year induction ceremony is determined by the student's weighted GPA at the end of 2nd marking period, junior year.

Spring of Junior Year for Class of 2029

- Students must participate in at least nine (**9**) school service activities.
- Students must complete thirty-two (**32**) hours of community service.

- The **3.85 weighted GPA** requirement for the spring-junior year induction ceremony is determined by the student's weighted GPA at the end of 2nd marking period, junior year
- **An essay** on how the applicant exemplifies the four pillars of the National Honor Society: Scholarship, Leadership, Character and Service

Service: These hours can be in the areas of school service (i.e. school-sponsored volunteer events), community service (volunteering outside of school), or academic service (**tutoring**). **These hours can not count toward other clubs and activities' service requirements.**

Please note: Participation in school service clubs, such as Key Club or Student Council, counts towards the fulfillment of the school activities. Hours spent on activities through these clubs are not counted towards the fulfillment of community service hours for National Honor Society induction because the service hours were already counted. Examples such as managing a school sport is an example of an *activity*, **not** community service hours, as students receive varsity letters for participation. **Only** approved staff members can enter activity and service hours.

Once inducted, National Honor Society members need to maintain a minimum amount of hours to meet the senior service hour requirement. Senior members must earn an additional 24 senior service hours, possess a total of 12 activity credits (from freshman year to May of senior year). These can be earned from May of junior year (post spring induction) until the end April senior year following the spring induction. Seniors graduating in the 2026, 2027, and 2028 must maintain a 3.75 GPA for the first two marking periods of senior year, which will be checked at the end of the second marking period. Seniors graduating in 2029 and later must maintain a 3.85 GPA for the first two marking periods of senior year, which will be checked at the end of the second marking period. Inductees for the National Honor Society must also participate in a minimum of 5 National Honor Society run initiatives.

Failure to meet the requirements for senior service hours by the established deadline may result in withdrawal of National Honor Society recognition at graduation and/or termination of membership.

National World Languages Honor Society

The world language honor societies were established at Nutley High School to recognize student achievement in the study of another language at the secondary level in Spanish, Italian, and Latin.

To be eligible, students must:

- Be a sophomore or a junior
- Be enrolled in a 2-year sequence of language study at the high school level
- Have completed a level III language course, and be currently enrolled in a level IV language course (or its equivalent or higher)

To qualify for induction, students must also:

- Have at least an A- average in all language coursework at the high school level
- Have a minimum weighted grade point average of 3.5 in all other secondary school subjects prior to the semester of selection

Application and induction process:

- Students meeting all of the necessary criteria will be required to complete an application sent via email to all students enrolled in a Level IV course by department supervisor. The application must be completed by the provided due date.
- The world language honor society induction ceremony will take place in the spring. Attendance at the induction ceremony is mandatory for induction.

To maintain membership in subsequent years:

- Students studying Spanish and Italian must continue taking courses in the language through senior year.
- Students inducted while taking Latin IV Honors must take AP Latin OR another language course the following year.
- Should a student complete all language courses offered at NHS prior to graduation, they will remain in the honor society.
- The student must participate in at least three meetings/activities approved by the advisor throughout each membership year.
- The student must participate in at least two fundraising events approved by the advisor throughout each membership year.
- The student must provide a minimum of 4 hours of community service approved by the advisor throughout each membership year.
- Students who become inactive members - as a result of failure to continue to take language courses, failure to complete service hours, or failure to participate in the approved meetings/activities - as described above will not be eligible to receive an honor society cord at graduation.

Tri-M Music Honor Society

Tri-M Music Honor Society is an international music honor society designed for eligible students in grades 11 and 12. The purpose of Tri-M is to recognize students' academic and musical achievements, reward their accomplishments and service activities, and inspire the growth and development of aspiring leaders. Tri-M is a program of the National Association for Music Education (NAfME) and is comprised of over 5,500 chapters throughout the world.

Tri-M shares and supports the objectives of every dedicated music educator in its endeavor to strengthen and unify the school music program by increasing student and school involvement with music.

Tri-M is open to students in grades 11 and 12 who meet the following eligibility requirements:

- Students must be currently enrolled in a performance-based music course
- Demonstrated active involvement with off-campus, performance-based, music activities in grades 10, 11, and 12*
- Maintain a 3.7 average in all music courses
- Maintain a minimum 3.3 average in all academic courses
- Display leadership in their respective performance ensembles through demonstrated achievement, responsibility, and planning
- Exhibit exemplary character and professionalism toward faculty and students

- Displayed service to community and school
- Faculty and coordinator approval with completed Tri-M application before final date for submission
- Participate in annual Tri-M Induction Ceremony
- Students who audition for and are accepted in Region, All-State, or All-Eastern ensembles and meet the academic requirements, will automatically achieve induction.

*Examples include: NHS Marching Band, qualified private lessons (must include demonstrated performances/recitals/master classes), audition for Region Band or Region Jazz.

National Art Honor Society

The National Art Honor Society is designed specifically for high school students in grades 10-12. The purpose of the National Art Honor Society is to inspire and recognize students who have shown an outstanding ability and interest in art. NAHS strives to aid members in attaining the highest standards in art scholarship, character, and service, and to bring art to the attention of the school and community.

NAHS shares and supports the objectives of every dedicated art educator in its endeavor to strengthen and unify the school art program by increasing student and school involvement with the creative arts.

NAHS is open to students in grades 10-12 who meet the following eligibility requirements:

- Students must be currently enrolled in a fine arts course and have previously taken a high school art course
- Maintain a 3.0 average in all art courses
- Maintain a minimum 3.0 overall GPA in all other academic courses
- Display leadership in their respective creative arts courses through demonstrated achievement, responsibility, and planning
- Exhibit exemplary character and professionalism toward faculty and students
- Display service to community and school
- Faculty and coordinator approval with completed application before final date for submission
- Participate in annual NAHS Induction Ceremony

Student Assessments

1. All Nutley High School students enrolled in tested courses must take the New Jersey Student Learning Assessment (NJSLA). NJSLA assesses a student's ability in ELA, Mathematics, and Science.
2. In addition to state and district mandated assessments; other evaluations are used to determine student proficiency in core curriculum content areas. These assessments may identify students who are not yet proficient in designated curricular areas. In addition, the use of multiple indicators of a student's performance validates the student's need for additional assistance.
3. All Nutley High School juniors must take the New Jersey Graduation Proficiency Assessment. (More information in the "Testing Graduation Requirement" section).
4. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), cosponsored by the College Board and the National Merit Scholarship Corporation, can

be an important first step towards college. Test results and their accompanying analysis are valuable tools that can help prepare students for the SAT® and education opportunities beyond high school. Nutley High School will administer the PSAT/NMSQT annually.

5. Standardized college admissions testing is recommended for students wishing to pursue a post-secondary four-year college education. The College Board and American College Testing (ACT) offer national testing programs from September through June. Nutley High School offers the Scholastic Aptitude Test (SAT), SAT Subject Tests, and ACT on site. For information about SAT testing dates and locations, go to <http://www.collegeboard.com/>. Information about ACT test centers and dates can be found at www.actstudent.org.
6. Students entering grade 9 will have the opportunity to sit for common and/or readiness assessments that will determine eligibility for placement in various courses offerings.

Communication

Student Progress

End of the marking period report cards will be provided electronically through the parent portal. Students and parents should log into the Realtime portal to check grades on a regular basis. Telephone and in-person conferences are available upon request. Teachers encourage communication as necessary throughout the school year.

NAVIANCE Family Connection

This program offers a number of innovative, easy-to-use, web applications for high school students and their parents to assist with a variety of tasks such as college research, college planning, college application process, teacher recommendation requests, career planning and exploration, resume building, goal-setting, and communication between school and home.

Access to NAVIANCE/Family Connection

- Go to <http://connection.naviance.com/nutleyhs> or use the link found at www.nutleyschools.org under the Student menu or on the school counseling page.
- Sign in using Clever with your school google account and password
 - *If you forgot your password, click on the “Forgot Your Password” link.

If you do not have a Naviance account, contact your school counselor to set one up.

School Messenger

This program allows the district to text and email parents. Parents are strongly encouraged to sign up, activate, and participate in text and voice messages from school messenger for important information surrounding security, school closures, and district/school events.

Review of Credit – Summer School

Any student who receives an F in a course taken during the regular school year receives zero (0) credits towards graduation for that course. Students who need the course, or want to earn the credits lost by failing a course during the regular school year, may opt to:

- a. Repeat the course during a future regular school year.
- b. Enroll in a summer school program approved by Nutley High School.

Information about summer school will be disseminated as it becomes available and through the school counseling office.

Credit may be earned in the summer for a maximum of two courses. If there are extenuating circumstances and a cogent case can be made by a parent or guardian, a third course may be taken for credit only with the approval of the Principal or their designee. A student must be enrolled for a minimum of 60 hours for a five-credit recovery course (a course originally failed). The appropriate credits will be awarded to those who successfully complete the course work. When a subject is repeated in summer school, there will be two final grades reported on the transcript, the summer school grade as well as the original Nutley High School (failed) grade. The summer school grade will not be used in the GPA calculation.

Please note – A student may not attend summer school for credit recovery for a course in which the student is withdrawn from or withdraws and receives a grade of W, WP or WF during that school year.

Athletic and Co-Curricular Eligibility

The Board of Education recognizes that the primary responsibility of the school system is to educate all students to the maximum levels possible. Although the academic program has first priority, student activities are an important part of the total learning experience. The Board of Education, therefore, has an obligation to provide an opportunity for students to participate in a full range of activities, while ensuring that the student's academic progress is sufficient to support this participation. School activities are defined as:

- All interscholastic athletic teams
- All non-athletic co-curricular activities

Any student who wishes to compete in interscholastic sports or co-curricular activities must meet the minimum credit requirements established by the New Jersey Interscholastic Athletic Association (NJSIAA). Eligibility for activities will be determined on a semester-by-semester basis. A student must have passed 30 credits in the previous year to be eligible for participation in activities offered in the fall and/or winter. Students who have not attained the required 30 credits at the end of the regular school year may attend an approved summer program in order to gain credits for fall/winter eligibility. To be eligible for activities offered in the spring a student must be passing 15 credits at the conclusion of the first and second marking periods. For full year courses, one half of the full year's credit is allocated to the first semester.

College Admission Requirements

Minimum high school graduation requirements should not be confused with college admission requirements. Most four-year colleges expect that applicants should have completed a minimum of 16 academic units upon graduation. Normally, one (1) academic unit is considered to be a full year in college preparatory English, mathematics, science, social studies, and world languages. However, determination of which Nutley High School courses will be considered

academic units is decided by the receiving college or institution. Good grades in quality courses will enhance admission chances.

Further, individual colleges and universities may have their own specific requirements that they expect applicants to have completed in order to gain admission to their overall institution or to various special programs within the institution. It is strongly advised that students research the admissions requirements of individual college programs that they are interested in, on the college or university website, to inform each year of their high school course selection process. For guidance, please reach out to your school counselor.

Admission to colleges and universities varies in competitiveness. Families should familiarize themselves with the various types of colleges and the degree of difficulty for admission. Nutley High School Counselors will meet with students and families and collaborate to support this process.

Students should begin the planning process when selecting courses for the high school years. The college preparatory curriculum is a four-year course of study; therefore, families should design a four-year plan that is reviewed and revised annually in collaboration with their school counselor. Additionally, each student and family will be invited to participate in an individualized Junior Conference with the school counselor during the student's junior year. A senior meeting will be offered by the school counselor with each student and follow-up support for the college admissions process will be provided in accordance with each student's individual goals and needs.

NAVIANCE College Planner can be used by students to research colleges, complete and save a comprehensive college search, access links to college websites, and view acceptance history through scatter grams, to name a few.

Please go to Go to <http://connection.naviance.com/nutleyhs> or use the link found at www.nutleyschools.org under the Student menu or on the School Counseling Department page.

- Sign in with your registered e-mail and your password.

*If you forgot your password, click on the "Forgot Your Password" link.

If you do not have a NAVIANCE account, contact your school counselor to set one up.

Participation in College Athletics

Students intending to participate in NCAA Division I or II athletics as a college freshman must be certified by the NCAA Eligibility Center. Certain academic criteria in high school must be achieved in order to be eligible to participate in college. For a list of Nutley High School approved courses (formerly 48-H), specific requirements, and application, go to: <https://web3.ncaa.org/hsportal/exec/homeAction> and complete the form. The NCAA does not accept all courses from online providers. Students seeking credit recovery through an online provider are required to check the NCAA eligibility website to ensure these courses are approved. The NCAA now requires all student athletes to register with the eligibility center prior to accepting offers of official college visits. The Nutley High School CEEB code is 311035.

Career Planning

Students planning to enter the work force immediately after graduation from high school may wish to concentrate on course sequences that provide some career preparation. In addition to the courses required for high school graduation, students are encouraged to consider elective course work in areas of interest.

NAVIANCE Career Planner can be used to research careers, learn more about themselves, link personality type and interests with both career clusters and individual careers, and gain an understanding of the academic preparation required to ensure they are ready to pursue careers in the fields they are interested in, to name a few.

Please go to Go to <http://connection.naviance.com/nutleyhs> or use the link found at www.nutleyschools.org under the Student menu or on the School Counseling Department page.

- Sign in with your registered e-mail and your password.

*If you forgot your password, click on the “Forgot Your Password” link.

If you do not have a NAVIANCE account, contact your school counselor to set one up.

Homebound Instruction

At times, it may be necessary for a student to receive homebound instruction. Homebound instruction will provide the minimum requirements necessary for graduation. AP and honors coursework and certain electives may not be available to students on homebound instruction. Homebound instruction is determined by district policy #2412 and #2412.1, regulation #2412 and individual student needs.

Honor Code

Nutley High School believes that striving for academic excellence is dependent upon each student's commitment to academic integrity. The pursuit of knowledge is the mission of the school and responsibility of each individual student. The faculty guides the academic growth, while the parents and greater community provide support. To maintain this focus on learning and the tradition of academic excellence at Nutley High School, the students, faculty, parents, and community members must stand in unison demonstrating high regard for learning and the personal academic integrity required for intellectual growth. This culture of learning can only flourish upon a solid foundation of personal and academic integrity, made up of honesty, trust, fairness, respect, and responsibility.

Career and Technical Education

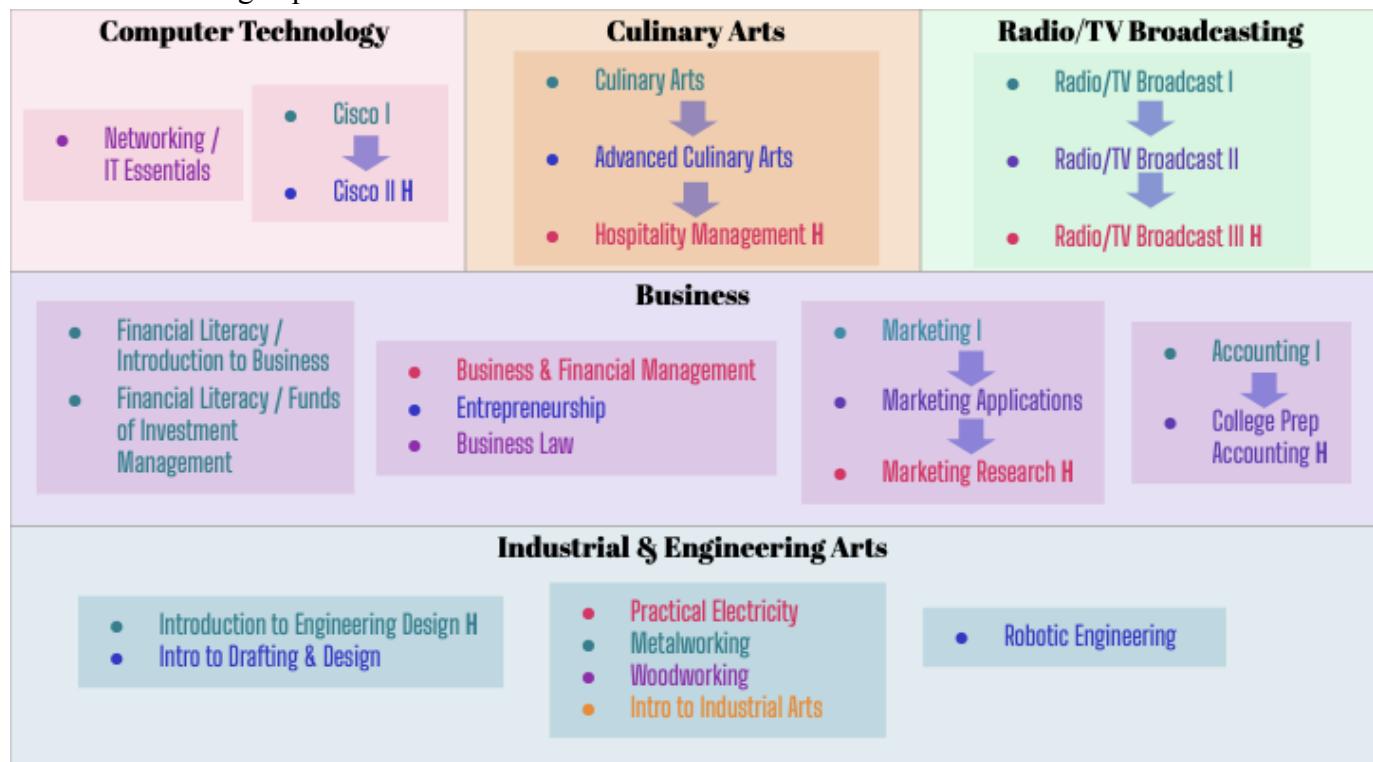
Department Description

The 21st Century brings a time of “exploding knowledge”, rapid changes in technology, and a constantly changing worldwide marketplace. These changes require internationally competitive workers that are able to solve real problems (problem solving skills), are able to make intelligent connections between problems (critical thinking skills), and are prepared to change or modify career choices due to industry demands. It is the integration of technology and business that will provide students with the necessary skills to succeed in a rapidly changing world beyond their high school experience.

Career and Technical Education (CTE) courses are designed to provide opportunities for students to develop “career ready” practices in high-wage, high-skill, high-demand career paths. The Career and Technical Education Department offers a comprehensive, multi-level selection of courses designed for students interested in the ever-changing world of technology. Course offerings help students become lifelong learners and introduce them to:

- Academic subject matter taught with relevance to the real world.
- Employability skills, from job-related skills to workplace ethics.
- Financial literacy and business skills.
- Education pathways that help students explore interests and careers in the process of progressing through school.

Students are encouraged to participate in these courses within the Career and Technical Education Department that incorporate hands-on exploration of traditional, historical, and current technological skills, business skills, and techniques. Courses are varied and include pathways in the area of Business Education, Culinary Arts, Engineering, Industrial Arts, Computer Technology and Radio/TV Broadcasting. We also offer the students the opportunity to experience workplace readiness and receive on-the-job training through various programs. We believe that Career and Technical Education courses provide rich opportunities for real-world learning experiences for all students.



Course Descriptions

Business

Course Title:	Financial Literacy	Course Number:	9L1FL
Grade(s):	9-12	Credits:	2.5
Prerequisites:	Must be taken with Intro to Business	Length:	Half Year

Course Description:

Financial Literacy is designed for students who want to attain money management skills and the financial knowledge needed to survive in a 21st Century economy.

This course requires students to understand and apply concepts learned in order to (a) create and maintain monthly budgets, (b) research college costs and evaluate finance options, (c) explore careers, (d) maintain checking and savings accounts, and (e) research and assess investment options.

Students will develop and build skills through course lectures, class participation, hands-on demonstrations, as well as involvement in individual and group assignments and projects.

Successful completion of this course will be measured through class discussions, projects, and tests.

This course can be counted in fulfillment of the state-mandated two and a half (2.5) credits for the financial, economic, business, and entrepreneurial literacy graduation requirement, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Introduction to Business	Course Number:	9L1BA
Grade(s):	9-12	Credits:	2.5
Core Requisites:	Must be taken with Financial Literacy	Length:	Half Year

Course Description:

Introduction to Business is an introductory course designed to provide students an overview of the Business courses offered in the Career & Technical Education Department. The course prepares students for the growing complexities of the business world by examining principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics.

This course can be counted as partial fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Business & Financial Management	Course Number:	9L1IM
Grade(s):	10-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Business and Financial Management is designed to give students an overview of the Business Management careers. The course helps students prepare for the growing complexities of the business world by examining basic principles of business and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics.

This course can be counted as fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

OR

This course can be counted in fulfillment of the state-mandated two and a half (2.5) credits for the financial, economic, business, and entrepreneurial literacy graduation requirement. and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Marketing I	Course Number:	9L1MK
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

The Marketing I course is designed to meet the needs of students who have entered or are preparing to enter an occupation requiring competencies in marketing functions, including finance, market research, sales, and promotions. Marketing education addresses areas of merchandising, publicity, advertising, and provides experiences in the selling process. Benchmark assessments are employed to track individual student progress.

Successful completion of this course is measured through active class participation and ongoing formal and informal assessments including: research and writing, critique, presentations, and compositions.

This course can be counted as fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

OR

This course can be counted in fulfillment of the state-mandated two and a half (2.5) credits for the financial, economic, business, and entrepreneurial literacy graduation requirement. and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Entrepreneurship	Course Number:	9L2EN
Grade(s):	10-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:
Entrepreneurship is designed for students to expand their knowledge of business/marketing principles related to ownership and management of a business, traits and characteristics of successful entrepreneurs, and strategies of business management and marketing.
Topics covered include the characteristics of an entrepreneur, discovering entrepreneurial opportunities, and researching and analyzing domestic, global, and market trends.
This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Marketing Applications	Course Number:	9L2MK
Grade(s):	10-12	Credits:	5
Prerequisites:	Marketing I OR Entrepreneurship - C or better Intro to Business - C or better	Length:	Full Year

Course Description:
In Marketing Applications, students will delve into more specific areas of marketing and develop original and creative ideas for multiple industries. Students will examine a variety of areas including: advertising and branding. They will do this through branded case studies, pitch decks, and simulations.
Successful completion of this course is measured through active class participation and ongoing formal and informal assessments including: research and writing, critique, presentations, and compositions.
This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Marketing Research Honors	Course Number:	9L3MK
Grade(s):	11-12	Credits:	5
Prerequisites:	Marketing Applications AND Teacher Recommendation	Length:	Full Year

Course Description:

In this course, students will develop a more in-depth understanding of marketing functions and their impact on business operations. This course is designed to expose students to specialized fields within marketing, including consumer behavior, ethics, advertising, and social media. It will give students a detailed look into each field by critically assessing theoretical explanations of consumer and firm behavior, examine research findings, and conduct advanced marketing research in the given fields. Within these fields, students will study the history, career paths and trends through analysis and research of famous business case studies from Harvard Business School and Mendoza College of Business at Notre Dame. Students will also complete a social media marketing simulation and certification exam. Successful completion of this course is measured through active class participation and ongoing formal and informal assessments including: research and writing, critique, presentations, case study discussions and compositions.

Successful completion of this course is measured through active class participation and ongoing formal and informal assessments including: research and writing, critique, presentations, and compositions. Students will complete a social media marketing simulation and take an assessment to obtain social media marketing certification.

Course Title:	Business Law	Course Number:	9L1LW
Grade(s):	11-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Business Law is designed for students who want to explore the legal world focusing on civil, contract, and criminal law. This course provides an insightful analysis of the many concepts, processes, and terms that are a part of the legal arena.

This course requires students to examine, connect, and apply legal concepts to current cases.

Students will develop and build skills by utilizing a higher-level thinking process applicable to the legal issues discussed. Students will reason through these legal issues and apply their legal knowledge to each case. Students will create strategies for cases and apply these strategies in a logical manner.

Successful completion of this course will be measured through tests and quizzes, class participation and small group projects.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Accounting I	Course Number:	9L1AC
Grade(s):	9-12	Credits:	5
Prerequisites:	Acc. Algebra I at JHWMS, Advanced Algebra I at NHS or	Length:	Full Year

	taken in conjunction with Advanced Algebra I at NHS		
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Course Description:

Accounting I provides students with the basic knowledge of accounting procedures, including analyzing and journalizing business transactions; constructing worksheets; calculating and recording adjusting entries; preparing financial statements; and finalizing the accounting cycle through closing entries. Special journals, subsidiary accounts and payroll reports and taxes will also be introduced. Emphasis is placed on service and merchandising businesses in a sole proprietorship or corporate setting. Successful completion of this course will be measured through tests, quizzes, class participation, small group projects, and homework assignments.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

OR

This course can be counted in fulfillment of the state-mandated two and a half (2.5) credits for the financial, economic, business, and entrepreneurial literacy graduation requirement, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	College Preparatory Accounting Honors	Course Number:	9L2AC
Grade(s):	10-12	Credits:	5
Prerequisites:	Accounting I	Length:	Full Year

Course Description:

College Preparatory Accounting Honors is designed for students who want to explore the business world through the preparation and analysis of accounting information. This course connects the corporate and business worlds to the function of accounting within those domains.

This course requires students to reason through accounting data and use deductive analysis to arrive at logical business-based conclusions. Elevating the student's thinking process to the level of a real-world accountant is the focus of the course.

Students will develop and build skills through accounting applications and analysis of financial statements and accounting information. Examining and connecting current events within the context of the accounting function expands the students' knowledge of accounting and how it fits into all businesses.

Successful completion of this course will be measured through tests, quizzes, class participation, small group projects, and homework assignments.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Computer Networking

Course Title:	Networking/IT Essentials	Course Number:	9L1IE
Grade(s)	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:
IT Essentials is designed for students who want an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level Information and Communication Technology (ICT) professionals.
This course requires students to learn the core competencies in the latest hardware and software technologies. They will explore information security; learn safety and environmental issues and evaluate soft skills for career development. This course prepares students for CompTIA A+ certification.
Students will develop and build skills through a working knowledge of how computers operate, practical application of the skills and procedures needed for hardware and software installations, system upgrades, and troubleshooting techniques, as well as best practices in maintenance and safety.
Successful completion of this course will be measured through quizzes, tests, hands-on activities, and lab-based learning utilizing Cisco Packet Tracer, troubleshooting skills, and installation techniques of computers, peripheral devices, networks and security components.
This course can be counted in fulfillment of the statemandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Cisco I	Course Number:	9L1CI
Grade(s):	10-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:
Cisco I provides the experience needed to help meet the growing demand for ICT professionals. The course helps prepare students for entry-level career opportunities, continuing education, and globally recognized Cisco certifications (CCENT™ certification for entry network technicians). Cisco I utilizes industry CCNA introduction to network; switching, routing, and wireless essentials curriculums.
This course requires students to set up a SOHO (small office home office) network to introduce basic networking concepts such as cabling, IP addressing, wireless, and security. It teaches students how to plan, deploy, and troubleshoot a small network while applying critical thinking and problem solving skills.
Students will develop and build skills through a curriculum that offers an engaging learning experience for visual and kinetic learners. Many interactive activities are embedded in the

courses to help reinforce student comprehension. Packet Tracer simulation-based learning activities promote the exploration of networking concepts.

Successful completion of this course will be measured through quizzes, tests, hands-on activities, and lab-based learning utilizing Cisco Packet Tracer, troubleshooting skills, and installation techniques of computers, peripheral devices, networks and security components.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Cisco II Honors	Course Number:	9L1CI
Grade(s):	11-12	Credits:	5
Prerequisites:	Cisco I	Length:	Full Year

Course Description:

Cisco II Honors provides the experience needed to help meet the growing demand for ICT professionals. The course helps prepare students for entry-level career opportunities, continuing education, and globally recognized Cisco certifications (CCENT™ certification for entry network technicians). This course is a continuation of Cisco I and utilizes parts 3 and 4 of the CCNA enterprise networks, security and automation curriculum.

This course requires students to apply critical thinking skills, analyze business objectives, determine technical requirements and constraints, plan timelines and resources, and prepare and deliver customer presentations.

Students will build skills through a curriculum that offers an engaging hands-on learning experience using interactive activities to help reinforce student comprehension. Case studies provide critical and strategic thinking scenarios to help students develop soft skills. Packet Tracer simulation-based learning activities promote the exploration of networking concepts.

Successful completion of this course will be measured through quizzes, tests, hands-on activities, and lab-based learning utilizing Cisco Packet Tracer, troubleshooting skills, and installation techniques of computers, peripheral devices, networks and security components.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Culinary Arts

Course Title:	Culinary Arts	Course Number:	9L1CU
Grade(s):	10-11	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Culinary Arts is a course designed for students eager to discover the world of food preparation and explore high-skill, high-wage, in-demand professions. This program provides an introduction to the fundamental skills essential for a successful culinary career path.

Students will gain an understanding of the safety protocols, techniques, ingredients, and equipment used in preparing foods. These fundamentals are then applied through the practical planning and preparation of attractive and nutritious meals. Students will develop and build critical skills through guided practice and hands-on, in-class projects.

Key areas of concentration include recommended methods of safety and sanitation, essential time management skills, proper knife utilization and the development of both teamwork and individual leadership skills.

Successful completion of this course will be measured through in-class participation, individual and group work, quizzes, tests, a final meal preparation and presentation, and a comprehensive final exam. Students will be eligible to obtain the ServSafe Food Handler certification upon passing the assessment.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Advanced Culinary Arts	Course Number:	9L2CU
Grade(s):	11-12	Credits:	5
Prerequisites:	Culinary Arts and Teacher Recommendation	Length:	Full Year

Course Description:

Advanced Culinary Arts is a rigorous course designed for students committed to continuing their discovery into the culinary world. This course substantially builds upon the fundamental competencies acquired in Culinary Arts, leading to high-skill proficiency.

This program requires students to apply their established understanding of the safety, advanced techniques, ingredients, and specialized equipment used in the planning and preparation of catered events throughout the academic year. Students will significantly expand their proficiencies gained in the prerequisite course by maintaining their capability to perform effectively within a team while a critical emphasis is placed on developing leadership skills.

Students will execute projects and catering duties, while also developing an understanding of efficient food purchasing, costing, and proper storage techniques vital for industry success. Various professional tracks and career path opportunities within the industry are identified and explored. In addition, students will gain an understanding of the high value careers within the culinary industry with them being high-skill, high-wage, and in-demand.

Successful completion of this course will be measured through intensive in-class participation and performance, demanding individual and group work, demonstrated teamwork, quizzes, tests, and the effective execution of leadership capabilities.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Hospitality Management Honors	Course Number:	9L3CU
Grade(s):	12	Credits:	5
Prerequisites:	Advanced Culinary Arts and Teacher Recommendation	Length:	Full Year

Course Description:
Hospitality Management is a course explicitly designed for students who want to discover the dynamic world of hospitality and food service, providing a clear career path into a high-skill, high-wage, and in-demand industry. This course introduces the fundamental skills needed to successfully manage food service and hospitality operations.
Students will be introduced to the core competencies required to carry out the comprehensive responsibilities of a hospitality manager. Utilizing sound professional guidelines and a practical approach, students will learn the principles of operating a successful food service establishment. These fundamentals are applied practically through the planning and execution of day-to-day culinary arts recipes and various catered events.
Students will develop and build crucial managerial skills through guided-practice and relevant in-class projects. Key areas of concentration include strategic menu planning, efficient purchasing, accurate forecasting, decisive leadership, and essential interpersonal skills. Students will gain knowledge of the best practices and procedures for customer service, effective hospitality management, and motivating personnel.
Successful completion of this course will be measured through intensive in-class participation and performance, individual and group work, teamwork, quizzes, tests, and the demonstration of leadership capabilities. Students will also be required to attend and participate in scheduled catering events that may take place outside of the normal school day. Furthermore, students will be eligible to obtain the ServSafe Manager Certification upon passing the assessment, a credential that greatly enhances their in-demand status for a management career path.
This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Industrial and Engineering Arts

Course Title:	Introduction to Engineering Design Honors	Course Number:	9L1ED
Grade(s):	9-12	Credits:	5
Prerequisites:	B or better in Advanced Algebra 1 or A or better in Algebra 1 or B or better in Accelerated Algebra 1 in grade 8 OR B or better in Introduction to Drafting/Design	Length:	Full Year

Course Description:

Introduction to Engineering Design Honors will provide students with the opportunity to dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. In addition, students will be required to engage with readings throughout this entire class. Students will work both individually and in teams to design solutions to a variety of problems using 3D modeling software and will use an engineering notebook to document their work.

Successful completion of this course will be measured through class interaction, lab assignments and projects, group presentations, quizzes, and tests.

Project Lead The Way is a program that allows students to be eligible for college credits after completing Introduction to Engineering Design Honors at NHS. Students will sit for an end of course exam at no cost to the student. Based on their score, students may be eligible for outside scholarships, internships/partnerships, and college credit which is currently accepted at a limited number of out of state institutions. Please note we do not have an agreement with any specific university. The fee to apply for dual enrollment credit varies by institution. Please see the following link for more information:

https://www.pltw.org/experience-pltw/student-opportunities?program=%22PLTW+Engineering%22&state=*&type=*&search=

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Introduction to Drafting & Design	Course Number:	9L1DD
Grade(s):	9-12	Credits:	5
Prerequisites:	C or better in Advanced Algebra 1 or A or better in Algebra 1 or B or better in Accelerated Algebra 1 in grade 8	Length:	Full Year

Course Description:

Introduction to Drafting & Design is designed for students who want to discover the world of technical drawing. This course provides an introduction to the fundamental skills needed in the design field, provides a solid foundation for all advanced classes, and reinforces related 21st Century Life and Career Skills.

This course requires students to learn the technical language fundamental to all design fields, establish a disciplined drawing technique using recognized drafting instruments, and apply related mathematics skills.

Students will build skills through the practical application of course content by way of hands-on demonstrations, classroom discussions and critiques, and by analyzing and solving typical drafting problems utilizing both traditional drafting equipment and high tech Computer Aided Drafting programs.

Successful completion of this course will be measured through class participation, technical proficiency, peer review critiques, quizzes, tests, and a final portfolio submission.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Practical Electricity	Course Number:	9L1EE
Grade(s):	9-12	Credits:	5
Prerequisites:	C or better in Advanced Algebra 1 or A or better in Algebra 1 or B or better in Accelerated Algebra 1 in grade 8	Length:	Full Year

Course Description:

Practical Electricity is designed to provide a comprehensive, content-filled introduction to basic electrical theory, circuit fundamentals, Ohm's Law calculations and problem solving of missing variables, and practical wiring techniques. Special emphasis is placed on the many different ways electricity affects our everyday living.

This course requires students to recognize and apply various component parts, techniques, and operations to ensure an understanding of basic principles of electricity and their practical applications. Required areas of concentration include component symbols, schematic diagrams, Ohm's Law calculations and problem solving of missing variables, electrical components, electrical circuit fundamentals, circuit testing, soldering, troubleshooting, measuring instruments, National Electrical Code, residential wiring concept, shop maintenance, and safety. School-to-work related skills are introduced.

Students will develop and build skills through the practical application of course content by way of hands-on activities, demonstrations, classroom discussions, and individual and/or group projects.

Successful completion of this course will be measured by class participation, class performance, quizzes, tests, and a final project.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Robotic Engineering	Course Number:	9L1RE
Grade(s):	9-12	Credits:	5
Prerequisites:	Successful completion of any Algebra I course, OR Computer Programming/Robotics at JHWMS	Length:	Full Year

Course Description:

Robotic Engineering provides students with the opportunity to explore the field of robotic design using a variety of hands-on activities. Students begin the semester with an introduction to the tools used to create robotic devices. Students work in teams to create simple drive trains capable of movement through tele-operated interaction. Student teams will maintain an Engineering Notebook to document their design process. Programming is an essential and vital element. Students program the onboard microprocessor using the Robot-C programming language. CAD application is introduced as a tool used for mechanical design. Students then move onto autonomous navigation where the robot is controlled entirely through programming. Mechanical concepts such as gearing/torque/speed/power are introduced. These topics are explored through the use of hands-on labs. Students must use this knowledge to design and build custom drive trains capable of meeting a variety of criteria including climbing, navigating and utilizing sensors, attaining maximum speed, etc. Sensors are introduced to allow robotic devices to interact with the environment. Actuator design is discussed and different manipulator designs are introduced. The final three weeks of class will consist of a capstone design project.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Metalworking	Course Number:	9L1MW
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Metalworking is designed for students who want to explore the world of working with metals. This course provides an introduction to the basic skills, techniques, procedures, and processes used in the metalworking trade.

This course requires students to possess foundational math skills such as adding and subtracting fractions, use of a ruler, and to recognize and apply a variety of techniques and operations to ensure an understanding of basic metalworking processes. Required areas of concentration include material identification, blueprint reading, project development, measurement, portable hand tools, introductory machining operations, introductory welding techniques, shop maintenance, and safety. School-to-work related skills are introduced.

Students will develop and build skills through practical application of course content by way of hands-on activities, demonstrations, classroom discussions, and individual and/or group projects.

Successful completion of this course will be measured by class participation, class performance, quizzes, tests, and a final project submission.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Woodworking	Course Number:	9L1WW
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:
Woodworking is designed for students who want to become familiar with the properties of wood and allied materials. Machine operations and project assignments are covered on an introductory-type basis.
This course requires students to possess foundational math skills such as adding and subtracting fractions, use of a ruler, and to recognize and apply a variety of techniques and operations to ensure an understanding of basic woodworking processes. Required areas of concentration include material identification, blueprint reading, project development, measurement, portable hand tools, introductory machining operations, shop maintenance, and safety. School-to-work related skills are introduced. This course requires students to work at an appropriate pace that promotes speed and accuracy to creating small craft type projects while adhering to national machine safety standards. Students will be required to interpret and create working and technical drawings, cut lists, and bills of material.
Students will develop and build skills through practical application of course content by way of hands-on demonstrations, classroom discussions, and design and construction of individual project-based assignments.
Successful completion of this course will be measured by completed projects, class participation, quizzes, tests, and adherence to daily shop cleanup duties and safety rules.
This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Introduction to Industrial Arts	Course Number:	9L1IA
Grade(s):	9-12	Credits:	5
Prerequisites:	Teacher Recommendation and/or CST Recommendation	Length:	Full Year

Course Description:
Introduction to Industrial Arts will provide a hands-on opportunity for students to develop a foundational understanding of woodworking, metalworking, and practical electricity. Emphasis is placed on personal and workplace safety, introductions to hand and power tools, introduction to basic machine operations, and real-world application of industrial arts on our everyday lives in the 21st Century.
This course requires students to recognize and apply a variety of techniques and operations to ensure an understanding of basic principles and their practical applications.
Students will develop and build skills through practical application of course content by way of hands-on activities, demonstrations, classroom discussions, and individual and/or group projects.

Successful completion of this course will be measured by class participation, class performance, quizzes, tests, and a final project.

This can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Digital Systems and Technology	Course Number:	9L1DS
Grade(s):	9-12	Credits:	2.5
Core Requisites:	Coordinator Recommendation	Length:	Half Year

Course Description:

Digital Systems and Technology is designed as a survey class introducing the principles of workflow management. Students will learn accounting procedures, workplace organization as well as elementary design and presentation skills including social media.

This course will meet for one semester or two marking periods and can be counted in partial fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

TV/Radio Broadcasting

Course Title:	Radio/TV Broadcast Technology I	Course Number:	9L1TV
Grade(s):	9-11	Credits:	5
Prerequisites:	English grade of B or better	Length:	Full Year

Course Description:

Radio/TV Broadcast Technology I is designed to introduce students to the fundamentals of the broadcasting field. Script writing, evolution of television, graphics, and the technical aspects of studio production will be covered in this 21st Century media pathway.

This course requires students to create team cooperation, individual responsibility, and understand the realities of career-related practical application in remote and studio production.

Students will develop and build skills through producing and directing commercials, demonstrations, public service announcements, and a 3-5 minute interview. Each student will fully understand a crew assignment and how to work on a production team.

Successful completion of this course will be measured by class participation, practical application of production assignments, quizzes, tests, and completion of a capstone project.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Radio/TV Broadcast Technology II	Course Number:	9L2TV
Grade(s):	10-12	Credits:	5
Prerequisites:	Radio/TV Broadcast Technology I and Instructor Recommendation	Length:	Full Year

Course Description:
Radio/TV Broadcast Technology II is designed for students who want to produce and direct live campus news and sports programming while learning about and utilizing 21st century technology.
This course requires students to routine and prepare show segments on remote and studio locations. Technical and production concepts learned in Radio/TV Broadcasting Production I will be employed in content that is aired on local cable access stations. Students will design, analyze, and self-evaluate according to broadcast standards.
Students will develop and build skills through application of course content in hands-on assignments. Students will produce Electronic Journalism field packages that will be segmented into a live studio production. Each student will employ on-air talent skills and post-production non-linear editing techniques.
Successful completion of this course will be measured by class participation, production work assignments, quizzes, tests, semester production log hours, and a final portfolio submission.
This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.
Nutley partners with William Paterson University to offer dual enrollment credit for students enrolled in Radio/TV Broadcast Technology II. Nutley High School students have the option to earn credits from William Paterson University upon completion of this course with a passing grade. Please be aware that an additional fee is associated with the dual enrollment request.
Information about William Paterson University Dual Enrollment can be accessed at: http://www.wpunj.edu/dualenrollemt/index/html

Course Title:	Radio/TV Broadcast Technology III Honors	Course Number:	9L3TV
Grade(s):	11-12	Credits:	5
Prerequisites:	Radio/TV Broadcasting Production II and Instructor Recommendation	Length:	Full Year

Course Description:
Radio/TV Broadcast Technology III Honors is designed for students who want to explore the media pathway in public relations and community affairs while incorporating 21 st Century technology.
This course requires students to identify and perform the role of electronic news gathering while adhering to post-production deadlines. Students will work independently while infusing technical

and production concepts learned in Radio/TV Broadcasting Production II. Students will work collaboratively in producing and directing school, community, and civic projects.

Students will develop skills learned in previous broadcast courses through practical application of course content while completing hands-on assignments. Students will produce Electronic Journalism field packages that will be segmented into a live studio production. Each student will employ on-air talent skills and post-production non-linear editing techniques.

Successful completion of this course will be measured by class participation, production work assignments, quizzes, tests, semester production log of hours, and a final portfolio submission.

This course can be counted in fulfillment of the state mandated five (5) credits of Practical Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Nutley partners with William Paterson University to offer dual enrollment credit for students enrolled in Radio/TV Broadcast Technology III Honors. Nutley High School students have the option to earn credits from William Paterson University upon completion of this course with a passing grade. Please be aware that an additional fee is associated with the dual enrollment request.

Information about William Paterson University Dual Enrollment can be accessed at:

<https://www.wpunj.edu/dualenrollment/index.html>

Work and Internship Experiences

Course Title:	Work Study	Course Number:	9L1WE
Grade(s):	12	Credits:	15
Prerequisites:	Employment by August 15, 2026 AND approval by course instructor including associated SLE paperwork	Length:	Full Year

Course Description:

Work Study is open to seniors who have reached their 16th birthday. Students seek part-time employment and must work 540 hours during the school year. This position must be paid and students must receive a pay stub to submit for an official record of hours, and students must work in Nutley or a bordering town. This course requires the application of classroom instruction in a practical setting. Students must work a minimum of 15 hours per week (not to exceed 33) and adhere to all employer policies and procedures. If a student loses employment through the course of the year, they must find a new position in a timely manner in order to not lose credit. Students working at an off-campus work site must provide their own transportation. Working papers are required for those under 18.

Students will build or develop workplace skills, comply with workplace safety regulations, explore career opportunities, and gain employability through experience. They will develop personal interests and activities that support career goals and plans.

Successful completion of this course will be measured by submitting and recording of hours and gross wage earnings. In addition, students will be closely monitored and evaluated by both the

employer and Student Learning Experience Coordinator. The coordinator will visit each student on an individual basis at their place of employment. Students must receive a favorable rating from the employer that reflects appropriate workplace behavior such as attendance, punctuality, effective completion of assigned tasks, conformity to rules and regulations, and adherence to workplace safety measures.

Failure to meet the August 15, 2026 deadline for completion of employment and SLE paperwork provided by the Work Study Coordinator will result in the student being rescheduled for alternate courses (to replace Work Study) by the School Counseling Department.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Tomorrow's Teachers	Course Number:	9L1TT
Grade(s):	12	Credits:	5
Prerequisites:	B or better in English III C or better in English III Hon, AP Language or Literature	Length:	Full Year

Course Description:

Tomorrow's Teachers is designed for students who want to job sample at John H. Walker Middle School. This course requires students to perform various tasks as directed by the classroom teachers and staff. The purpose of this course is to provide students with realistic, unpaid, job sampling experiences to enable them to make realistic post-secondary career decisions.

Students will develop skills through interacting with classroom teachers, faculty, and students. Successful completion of this course will be measured through weekly journals completed by the students, presentations, workplace mentor evaluations, observations, and Work Based Learning Teacher observations. This course will require students to wear a school issued uniform and district issued ID while on the job site.

Students in this course will receive a letter grade, will meet as a class during the week, and will be required to take a final exam. Students that qualify may be able to earn credits from Kean University as a dual enrollment course and/or in partial fulfillment of the 130 total credits required for graduation. Please be aware that there may be a fee associated with the dual enrollment request.

Course Title:	Vocational Experiences	Course Number:	9L1VE
Grade(s):	11-12	Credits:	15
Prerequisites:	Coordinator Recommendation	Length:	Full Year

Course Description:

Vocational Experiences is designed for students who want to job sample in community-based employment. This course requires students to perform various tasks as directed by the mentors at the community-based employment locations. The purpose of this course is to provide students with realistic, unpaid, job sampling experiences to enable them to make realistic post-secondary career decisions.

Students will develop skills through interacting with business employees or classroom teachers and students. Students will engage in numerous activities including clerical, shelfblocking, and/or assisting with numerous activities and tasks as indicated by the workplace mentor.

Successful completion of this course will be measured through workplace mentor evaluations and Work Based Learning Teacher observations.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Hospital Work Internship	Course Number:	9L1HI
Grade(s):	12	Credits:	15
Prerequisites:	Completion of orientation and medical clearance prior to the start of school.	Length:	Full Year

Course Description:

Work Internship is an internship designed for students who want to job sample in a medical center (Clara Maass Medical Center) environment. This course requires students to perform various tasks in several departments at the medical center under the direct supervision of a medical center mentor. The purpose of this course is to provide students with realistic, unpaid, job sampling experiences to enable them to make realistic post-secondary career decisions.

Students will develop skills through interacting with numerous medical center employees and patients (where applicable). Students must participate in an employee orientation program sponsored by the Human Resources Department and be medically cleared by the patient care department. The orientation reviews safety rules and regulations and patient confidentiality issues are discussed at length. Students must wear a regulation golf shirt with the Clara Maass/St. Barnabas logo and dark or tan khaki slacks. Students will adhere to all medical center policies. Students are required to wear a medical center student volunteer identification badge.

Successful completion of this course will be measured through weekly journals completed by the students, workplace mentor evaluations, job coach comments and observations, and transition coordinator or Work Based Learning Teacher observations.

Failure to meet the August 19, 2022 deadline for completion of orientation and medical clearance will result in the student being re-scheduled for alternate courses (to replace Hospital Work Internship) by the School Counseling Department.

This course can be counted in partial fulfillment of the 130 total credits required for graduation. Students will receive a pass/fail grade for this course.

Course Title:	Office Skills	Course Number:	9L1OS
Grade(s):	9-12	Credits:	5
Prerequisites:	Coordinator Recommendation	Length:	Full Year

Course Description:

Office Skills is designed for students who would like to assist in the various offices and/or the Media Center at Nutley High School. This course requires students to participate in numerous clerical tasks including collating, filing, photocopying, delivering messages, sorting, and other miscellaneous projects, as needed.

Students will develop skills through interacting with the secretarial staff, faculty, and students while participating in this course. Students will engage in numerous activities as designated by the secretarial staff or librarian on a daily basis. Activities may vary from day-to-day. Students will be required to sign in at a designated area in each office.

Successful completion of this course will be measured through workplace mentor evaluations (four times a year) and teacher observation.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Work Based Learning I	Course Number:	9L1SL
Grade(s):	9-12	Credits:	5
Prerequisites:	Coordinator Recommendation	Length:	Full Year

Course Description:

In House Work Based Learning provides students in-depth learning experiences that are designed to offer students the opportunity to more fully explore career interests. Students will engage in supervised activities designed to assist them in exploring career options and building workplace readiness skills. Students will be required to assist in various offices and departments at Nutley High School. Activities will vary from day-to-day.

Successful completion of this course will be measured through a portfolio assessment. Students will also be evaluated through teacher observations and task analysis.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Career Awareness I	Course Number:	9L1CA
Grade(s):	9-12	Credits:	5
Prerequisites:	Coordinator Recommendation	Length:	Full Year

Course Description:

Career Awareness is designed to provide students with an understanding of the various possibilities for long-term employment. Students will develop the knowledge necessary to begin work in a career field and progress in that job. Students will be exposed to a variety of career options in numerous industries and fields of employment. Students will engage in instruction and experiences that will assist them in selecting a career path.

Successful completion of this course will be measured through teacher observations, performance rubrics, and summative assessments.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Career Exploration I	Course Number:	9L1CE
Grade(s):	9-12	Credits:	5
Prerequisites:	Coordinator Recommendation	Length:	Full Year

Course Description:

Career Exploration is designed to provide students with an understanding of the process of researching, evaluating, and learning about modern work opportunities and how students can pursue the careers of their choice. Students will be provided with more in-depth opportunities to learn about jobs and careers in specific fields. Students will engage in job shadowing, volunteering, community service and service learning activities.

Successful completion of this course will be measured through a portfolio assessment. Students will also be evaluated through teacher observations and summative assessments.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Consumer Science 1	Course Number:	9L1CS
Grade(s):	9-12	Credits:	5
Prerequisites:	Coordinator Recommendation	Length:	Full Year

Course Description:

Consumer science is a social discipline that focuses on the interaction between people and the environment. Students will develop skills that will assist them in communicating clearly and effectively and with reason. This course requires students to demonstrate critical thinking to make sense of problems and persevere in solving them. Students will engage in numerous activities that will enable them to become a responsible and contributing citizens and employees.

Successful completion of this course will be measured through a portfolio assessment. Students will also be evaluated through teacher observations and summative assessments.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

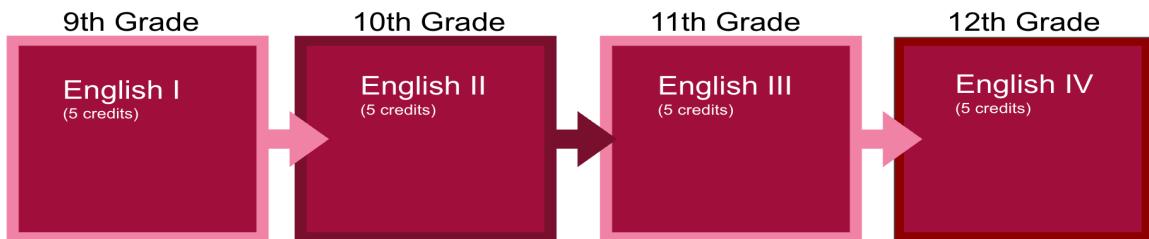
English

Department Description

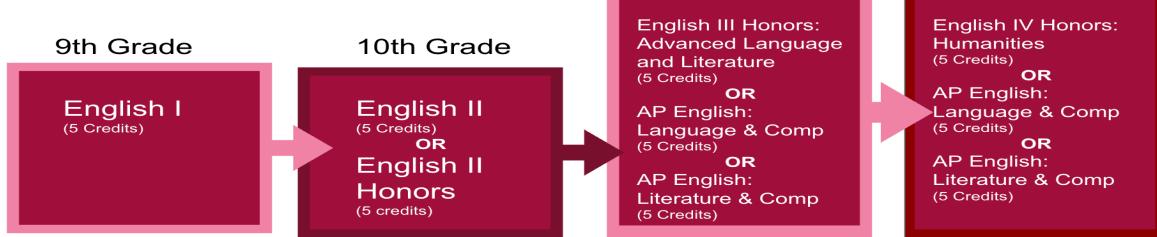
The English Language Arts Department at Nutley High School strives to develop knowledge, skills, and strategies for students in the areas of reading, writing, speaking, listening, and language. Teachers will support, coach, and guide their students, often utilizing a reading and writing workshop approach, as they engage in varied collaborative and independent activities. Students will strengthen and refine their skills as readers and writers, while reading and writing with increased rigor and depth. Students will participate in whole class and/or book club experiences as they analyze ideas within and across various diverse texts and genres while utilizing text-based evidence to assert a claim and uncover their thinking about complex ideas. Teachers will utilize diverse mentor texts from varied perspectives and experiences to provide students with opportunities to empathize with, learn from, and reflect upon perspectives and experiences different from their own. Students will study the work of mentor authors and have opportunities for choice as they explore the writing process while writing arguments, narratives, and explanatory/informational pieces. Teachers will confer with students and provide actionable feedback throughout the learning process, both in reading and writing. Classroom activities will help prepare students for the demands of college, business, and life in a democratic society by providing them opportunities to think logically and express themselves clearly. The stimulation of each student's curiosity, creativity, and imagination through the study of various texts will assist students in making connections to their own existence and the lives of others.

Progression Sequence

Grade 9 Gen to 12 Gen

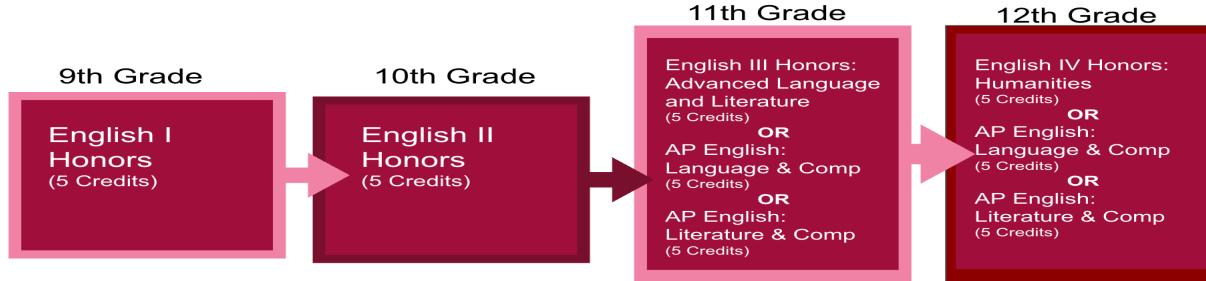


Grade 9 Gen to 12 AP



Students who take Eng I & Eng II are recommended to take the honors track moving forward

Students who begin the AP track in 11th grade are encouraged to continue the AP trajectory into 12th grade-taking the course not taken in 11th grade



Students who begin the AP track in 11th grade are encouraged to continue the AP trajectory into 12th grade-taking the course not taken in 11th grade

Course Descriptions

Course Title:	English I	Course Number:	3L1EN
Grade(s):	9	Credits:	5
Prerequisites:	Grade 8 English	Length:	Full Year

Course Description:
English I provides students with an opportunity to engage in all five elements of language arts: reading, writing, speaking, listening, and language.
Throughout this course, students will explore, analyze, and synthesize ideas across a wide range of diverse texts in varied genres. All students will begin the year with Freshman Seminar: How to actively read, discuss, and make inferences. As a reader, students will take part in the following unit explorations: Thinking and Writing Like a Historian: Researching to be a Critical Consumer of Text, Multiple Perspectives in Literature, Historical Fiction Book Clubs, and Narrative Nonfiction Book Clubs. As a writer, students will take part in the following unit explorations: Writing about Historical Events/Advancements (Informational/Expository), Literary Essay, Argument: Writing About Social Issues from Fiction or Real Life, and Narrative Nonfiction Essay.
Students will strengthen their literacy skills through independent and shared experiences. During these independent and collaborative experiences, students will continue to develop and strengthen literacy skills through reflective discussions, critical analysis of diverse texts from varied perspectives, refinement of research skills, writing with structure, elaboration, detail, voice, and conventions of standard English, including vocabulary, grammar, usage, and punctuation.
Teachers will utilize a reading and writing workshop approach. Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning as readers and writers.
This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	English I Honors	Course Number:	3L1EN
Grade(s):	9	Credits:	5
Prerequisites:	Teacher Recommendation State & Local Assessment Data Grade Average of 92 or higher	Length:	Full Year

Course Description:
English I Honors provides students with an opportunity to engage in all five elements of language arts: reading, writing, speaking, listening, and language.
Throughout this course, students will explore, analyze, and synthesize ideas across a wide range of diverse texts in varied genres, while exploring thematic connections. All students will begin the year with Freshman Seminar: How to actively read, discuss, and make inferences. As a reader, students will take part in the following unit explorations: Thinking about Literature, Identity & Society, Reading Rhetoric and Argument, and Ethics. As a writer, students will take part in the following unit explorations: Literary Analysis, Personal Narrative, Argument, and Exposition.
Students will strengthen and refine their literacy skills through independent and shared experiences. During these independent and collaborative experiences, students will engage in reflective discussions, critical analysis of diverse texts from varied perspectives, refinement of research skills, writing with structure, elaboration, detail, voice, and conventions of standard English, including vocabulary, grammar, usage, and punctuation.
Teachers will utilize a reading and writing workshop approach. Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning as readers and writers.
This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	English II	Course Number:	3L2EN
Grade(s):	10	Credits:	5
Prerequisites:	English I	Length:	Full Year

Course Description:
English II provides students with an opportunity to engage in all five elements of language arts: reading, writing, speaking, listening, and language.
Throughout this course, students will explore, analyze, and synthesize ideas across a wide range of diverse texts in varied genres. As a reader, students will take part in the following unit explorations: The Human Experience, Strange Words & Dystopian Book Clubs, The Power of Voice, and Exploring Nonfiction. As a writer, students will take part in the following unit explorations: Narrative Writing, Literary Analysis, Writing Argument, and Informative Writing.

Students will strengthen and refine their literacy skills through independent and shared experiences. During these independent and collaborative experiences, students will engage in reflective discussions, critical analysis of diverse texts from varied perspectives, refinement of research skills, writing with structure, elaboration, detail, voice, and conventions of standard English, including vocabulary, grammar, usage, and punctuation.

Teachers will utilize a reading and writing workshop approach. Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning as readers and writers.

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	English II Honors	Course Number:	3L2EN
Grade(s):	10	Credits:	5
Prerequisites:	Teacher Recommendation State & Local Assessment Data Grade Average of 87 or higher in English I Honors, or Grade Average of 92 or higher in English I	Length:	Full Year

Course Description:

English II Honors provides students with an opportunity to engage in all five elements of language arts: reading, writing, speaking, listening, and language.

Throughout this course, students will explore, analyze, and synthesize ideas across a wide range of diverse texts in varied genres, while exploring thematic connections. As a reader, students will take part in the following unit explorations: Systems of Power, Dystopian Fiction, Using Your Voice to Make Change, and Exploring Counter and Hidden Narratives.

As a writer, students will take part in the following unit explorations: Explaining How Systems Impact Society (Informative), Arguing for Change (Argument), Synthesizing Themes in Dystopia (Synthesis), Sharing Your Hidden Narrative (Narrative).

Students will strengthen and refine their literacy skills through independent and shared experiences. During these independent and collaborative experiences, students will engage in reflective discussions, critical analysis of diverse texts from varied perspectives, refinement of research skills, writing with structure, elaboration, detail, voice, and conventions of standard English, including vocabulary, grammar, usage, and punctuation.

Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning as readers and writers.

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	English III	Course Number:	3L3EN
Grade(s):	11	Credits:	5
Prerequisites:	English II	Length:	Full Year

Course Description:

English III provides students with an opportunity to engage in all five elements of language arts: reading, writing, speaking, listening, and language.

Throughout this course, students will explore, analyze, and synthesize ideas across a wide range of diverse texts in varied genres. As a reader, students will take part in the following unit explorations: Storytelling, Critically Reading Through a Lens, Evaluating and Discussing Texts, and Themes Across Texts. As a writer, students will take part in the following unit explorations: Multiple Perspectives in Current Events (Informative), Evaluating and Discussing Texts in Writing (Argument), Literary Analysis (Synthesis), Telling a Story with Purpose (Narrative).

Students will strengthen and refine their literacy skills through independent and shared experiences. During these independent and collaborative experiences, students will engage in reflective discussions, critical analysis of diverse texts from varied perspectives, refinement of research skills, writing with structure, elaboration, detail, voice, and conventions of standard English, including vocabulary, grammar, usage, and punctuation.

Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning as readers and writers.

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	English III Honors: Advanced Language and Literature	Course Number:	3L3EN
Grade(s):	11	Credits:	5
Prerequisites:	Teacher Recommendation State & Local Assessment Data Grade Average of 87 or higher in English II Honors, or Grade Average of 92 or higher in English II	Length:	Full Year

Course Description:

English III Honors: Advanced Language and Literature is designed for the motivated English Language Arts student who wants to be exposed to many of the concepts that provide the backbone for both AP Language and AP Literature.

Throughout this course, students will analyze nonfiction works from various periods and learn core skills including: 1) reading closely, analyzing and interpreting a piece of writing, 2) gathering and consolidating information from different sources, 3) drafting and revising a piece of writing, 4) evaluating a source of information, and 5) writing an evidence-based argument. Students will also learn how to understand and evaluate works of fiction, poetry, and drama from various periods and cultures. They will read literary works and write essays to support their analysis of them, emphasizing skills such as: 1) reading a text closely and drawing conclusions from details, 2) developing an interpretation of a text, 3) identifying the techniques used by an author and their effects, and 4) presenting their interpretation and making an argument for it in writing.

Students will strengthen and refine their literacy skills through independent and shared experiences. During these independent and collaborative experiences, students will engage in college seminar-style discussions, critical analysis of diverse texts from varied perspectives, refinement of research skills, writing with structure, elaboration, detail, voice, and conventions of standard English, including vocabulary, grammar, usage, and punctuation.

Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning as readers and writers. The course will provide students with the necessary foundation to enroll in either AP Language or AP Literature their senior year.

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	AP English: Language and Composition	Course Number:	3L3EN
Grade(s):	11-12	Credits:	5
Prerequisites:	Teacher Recommendation Average of 87 or higher in English II/III Honors or AP Literature 94 or higher in English II/III AP Recommendation Form Interview	Length:	Full Year

Course Description:

AP English Language and Composition is designed for students who want to write about a variety of subjects and demonstrate an awareness of audience and purpose. Additionally, students will learn to identify the dynamics of a writer's purpose, stylistic choices, and employment of generic conventions and resources of language to analyze the overall contribution to effectiveness in writing.

This course requires students to evaluate and synthesize style and meaning from a variety of texts, as well as to comprehend, discuss, and write university-level literary analysis.

Students will develop skills from a variety of assessments, all of which will require a wide-ranging vocabulary used appropriately and effectively; a variety of sentence structures, including appropriate use of subordination and coordination; logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis; a balance of generalization and specific illustrative detail; an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure; and a depth of insight and analysis that relates a central claim or thesis to a larger and more meaningful global connection.

Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured through the students' ability to analyze and interpret samples of quality writing; identify and explain an author's use of rhetorical strategies and techniques; apply effective strategies and techniques in their own writing; create and sustain arguments based on readings, research, and/or personal experience; write for a variety of purposes; produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions; demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; demonstrate understanding of the conventions of citing primary and secondary sources; work through the stages of the writing process with careful attention paid to inquiry and research, drafting, revising, editing, and review. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	English IV	Course Number:	3L4EN
Grade(s):	12	Credits:	5
Prerequisites:	English III	Length:	Full Year

Course Description:

English IV provides students with an opportunity to engage in all five elements of language arts: reading, writing, speaking, listening, and language.

Throughout this course, students will explore, analyze, and synthesize ideas across a wide range of diverse texts in varied genres. As a reader, students will take part in the following unit explorations: Cross Cultural Texts, Ethics, Morality, and Justice, Issues in 21st Century Short Fiction, and Reflecting on Identity and Beliefs to Make Independent Reading Choices.

As a writer, students will take part in the following unit explorations: Cross Cultural Literary Synthesis, Writing Ethical Arguments, Writing Issue-Based Short Fiction (Narrative), and Senior Capstone: Using Identity and Beliefs to Affect Change (Informational).

Students will strengthen and refine their literacy skills through independent and shared experiences. During these independent and collaborative experiences, students will engage in reflective discussions, critical analysis of diverse texts from varied perspectives, refinement of research skills, writing with structure, elaboration, detail, voice, and conventions of standard English, including vocabulary, grammar, usage, and punctuation.

Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning as readers and writers.

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	English IV Honors: Humanities	Course Number:	3L4EN
Grade(s) :	12	Credits:	5
Prerequisites:	Teacher Recommendation 87 or higher in English III Honors, AP Language, or AP Literature 92 or higher in English III	Length:	Full Year

Course Description:

Humanities is a course based in the English/Language Arts department and addresses itself to universal ideas and questions about which humans have speculated for millennia. The goals of the Humanities course are to foster an understanding and appreciation of literary aesthetics and some of the great ideas and achievements of human civilizations and the overall human condition through the study of literature and to develop the language, cognition, and sensory perception of students through a keen focus on a variety of literature as well as exposure to varied forms of art, music, and philosophy.

The main focus will be to examine how authors throughout the centuries have played with language to record and create imaginative, intellectual, and emotional experiences. Students will better understand themselves and their place in the contemporary world, and, through practice in developing, examining and expressing their own thoughts and interpretations, they will gain experience and confidence in their ability to share ideas and to use language with clarity, force, fluency, and imagination.

A focus of consideration for student placement in this course should include a background of effective writing, a strong background in grammar, an advanced style of sentence patterns, a strong vocabulary, and listening and speaking skills, which indicate an advanced level of critical thinking.

The course will be aligned to the 2023 New Jersey Student Learning Standards in English Language Arts. Students will be tasked with close reading of both fiction and nonfiction texts in diverse media and formats, as well as determining central ideas and themes, perspective, and purpose. Students will also be provided with a range of opportunities to meaningfully engage in the writing process in

multiple genres - argument, informative, narrative, and research writing - with an emphasis on gathering and integrating multiple sources of evidence. Students will engage in independent and group presentations of topics broadly related to the ideas being discussed. The preparation and presentation of research and analysis is an effort to encourage oral discussion of a topic and to give evidence of a personal reaction to the material.

Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning as readers and writers.

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Due to the interdisciplinary nature of the course, at least one of the following course pairings is recommended (not required):

Archaeology, Modern European History, Global Human Rights, Holocaust and Genocide, The American Experiment, Sociology, Fashion History, Art History and Criticism, Survey of Theatre/Theatre Arts I, Music Explorations

Course Title:	AP English: Literature and Composition	Course Number:	3L4EN
Grade(s) :	11-12	Credits:	6
Prerequisites:	Teacher Recommendation 87 or higher in English II/III Honors or AP Language 94 or higher in English II/III AP Recommendation Form Interview	Length:	Full Year

Course Description:

AP English Literature and Composition is designed for students who want to read, research, analyze, discuss, and write about a wide range of complex texts that span a variety of eras and literary genres. Students will react to the literature with a deeply engaged critical lens, allowing them to analyze and express their thoughts clearly and concisely both in speaking and writing at the university level. A substantial portion of the course will be devoted to poetry. Students will engage in frequent practice and skill-building in identifying literary devices, along with the ability to explain how these devices function in bringing meaning to the verse. Students will also deepen their understanding of how writers use language to bring meaning to their work through study and analysis of literary structure, themes, syntax, diction style, and figurative language. Students will also reflect deeply on the historical and social context of literature as a means to aid their interpretive analysis. Reading of all text types, including fiction and informative, is close, careful, and deliberate. Writing will be continual and frequent with an emphasis on analytical writing as well as narrative and informative writing at the university level.

Throughout the course, the instructor(s) will provide continual feedback to the students and provide support for individual growth and achievement. Successful completion of this course will be measured through students' ability to read, speak, listen, and write at the university level.

In order to be admitted to AP English Literature and Composition, students must obtain a recommendation form and schedule an interview with the instructor. This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation. Students are required to take the AP exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Course Title:	Journalism I	Course Number:	3L1JN
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

This full year course offers students a hands-on introduction to all aspects of journalism and provides them with opportunities to publish in digital and non-digital arenas. Students will learn basic reporting skills such as: generating story ideas, utilizing probing questions to collect data, conducting effective interviews, determining how to analyze and synthesize information, and writing on a deadline. Students in this course will become more aware of current events and important issues within the school community and the world while evaluating the ways in which stories are developed and presented in print and electronic media.

Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments/assignments that require students to apply their learning as writers of journalism.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Journalism II	Course Number:	3L2JN
Grade(s):	10-12	Credits:	5
Prerequisites:	Journalism I Teacher Recommendation	Length:	Full Year

Course Description:

This full year course offers students the opportunity to continue their commitment to create digital and non-digital publications for our school community. It is open to students who have completed Journalism I and have also received a teacher recommendation from the course instructor. These upper level staff members will take on increased responsibilities for the publications, acting as leaders for their peers, while learning more nuanced details about the "ins" and "outs" of reporting, editing, and producing.

Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments/assignments that require students to apply their learning as writers of journalism.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Creative Writing	Course Number:	3L1CH
Grade(s):	9-12	Credits:	2.5
Prerequisites:	Must be paired with Film Analysis	Length:	Half Year

Course Description:

This course offers students the opportunity to express their unique thoughts and original ideas as they craft fiction and nonfiction pieces, including self-selected topics of interest. To support students as they begin to develop their own unique voices as writers, students will read, interpret, and analyze a variety of poems, nonfiction texts, and fictional works by a variety of authors while gaining a sound understanding of the elements and forms of writing to inspire and inform their own writing decisions.

Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning as writers.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Film Analysis	Course Number:	3L1SW
Grade(s):	9-12	Credits:	2.5
Prerequisites:	Must be paired with Creative Writing	Length:	Half Year

Course Description:

This course offers students the opportunity to critically examine a wide array of films and television shows across multiple genres, countries, and eras. Students will practice the skills necessary to “read” a film in order to come to new understandings about the social, political, and artistic impacts of film on our society. Additionally, students will analyze screenplays in order to interpret how authors write for a visual medium. Students will culminate their learning through the creation of their own original screenplays.

Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning as viewers and writers.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Public Speaking, Argument, and Debate	Course Number:	3L1PS
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

This full year course offers students an opportunity to strengthen their public speaking and debating skills. Students will engage in a study of the art of public speaking, argument, and debate, as well as an exploration of varied strategies, methodologies and rhetorical devices to inform delivery and presentation. Students will research, practice, and partake in varied experiences as they assert their perspectives with confidence and clarity. Throughout the course, students will have an opportunity to explore self-selected topics, as well as investigate and debate issues that are relevant to their community and the world in which they live. Throughout the course, teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments/assignments that require students to apply their learning as public speakers and debaters.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	ELA Strategies	Course Number:	3L2LS
Grade(s):	9-12	Credits:	None
Prerequisites:	State Assessment Scores	Length:	1 Marking Period

Course Description:

ELA Strategies is designed to provide remediation for students who did not meet grade level expectations based on multiple measures including ELA standardized state assessments. An ELA strategies course is taken in addition to another standard English course.

Students will strengthen reading and writing skills and strategies in preparation for the state mandated ELA assessments.

Successful completion of this course will be measured through teacher-generated assessments, and assignments.

This course cannot be counted in partial fulfillment of the state-mandated fifteen (15) credits of English. Successful completion of this course will be measured by attendance and participation in daily lessons.

Course Title:	SAT Preparation 11	Course Number:	3L1TP
Grade(s):	11	Credits:	None
Prerequisite(s):	None	Length:	4 Weeks

Course Description:

SAT Preparation 11 is designed for students who want to have a thorough grounding in standardized test-taking strategies that help them succeed on the Scholastic Aptitude Test (SAT), as well as on multiple-choice tests similar to the SAT. It serves as a review of the basic cognitive and analytical verbal/mathematical skills that the SAT is designed to test. Instruction followed by guided practice is the foundation of the course. This course is designed for juniors who plan to take the SAT in the spring.

This course requires students to apply critical thinking skills, problem-solving techniques and strategies, fundamental mathematical principles to unfamiliar problems, and knowledge of successful study and reading strategies.

Students will build skills by assessing strengths and weaknesses in testing skills and strategies to personalize instruction, differentiating among strategies necessary to complete standardized tests, and becoming familiar with test design and directions, answer sheets, and different types of questions by taking sample tests.

Successful completion of this course will be measured by attendance and participation in daily lessons for a four-week period. Students will receive a pass/fail grade for this course.

Course Title:	SAT Preparation 12	Course Number:	3L2TP
Grades:	12	Credits:	None
Prerequisites:	None	Length:	4 Weeks

Course Description:

SAT Preparation 12 is designed for students who want to have a thorough grounding in standardized test-taking strategies that help them succeed on the Scholastic Aptitude Test (SAT), as well as on multiple-choice tests similar to the SAT. It serves as a review of the basic cognitive and analytical verbal/mathematical skills that the SAT is designed to test. Instruction followed by guided practice is the foundation of the course. This course is designed for seniors who plan to take the SAT in the fall to complete the college application process.

This course requires students to apply critical thinking skills, problem-solving techniques and strategies, fundamental mathematical principles to unfamiliar problems, and knowledge of successful study and reading strategies.

Students will build skills by assessing strengths and weaknesses in testing skills and strategies to personalize instruction, differentiating among strategies necessary to complete standardized tests, and becoming familiar with test design and directions, answer sheets, and different types of questions by taking sample tests.

Successful completion of this course will be measured by attendance and participation in daily lessons for a four-week period. Students will receive a pass/fail grade for this course.

English as a Second Language (ESL)

Department Description

Nutley Public Schools' ESL Department believes that students should participate and communicate successfully in a pluralistic society. Language and culture are the foundation of human experience. We believe that all students must develop and maintain proficiency in English and in at least one other language. Students from non-English speaking backgrounds that are identified as Limited English Proficient (LEP) are provided opportunities to develop linguistic, cognitive, and socio-cultural proficiencies in the English language.

The ESL curriculum provides a sequential program of communication-based English instruction in preschool through grade 12. We believe that language is acquired through meaningful interactive experiences enriched by culturally authentic content. Through English language instruction, students are provided opportunities to reach out to others across cultural and linguistic boundaries.

Instruction is characterized by progressive learning in developing relevant themes and meaningful tasks in the domains of listening, speaking, reading, and writing. Instruction is based on inquiry, solving real-life problems, and application of concepts. The curriculum and texts vary with the needs of the population served in any year and help support the students with the acquisition of academic language necessary for success in school and beyond. We believe that an appreciation of a student's learning style is necessary for success in language learning.

The ESL curriculum, which infuses the WIDA standards for English Language Learners to the New Jersey Student Learning Standards, explores themes across content areas and makes connections to the multicultural dimensions of the 21st Century, fostering a greater respect for ethnic differences, and an understanding of world cultures.

Course Descriptions

Course Title:	ESL Beginner 1 Reading	Course Number:	7L1BR
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of entering.	Length:	Full year

Course Description:
ESL Beginner 1 Reading is designed for English Language Learners who can process, understand, produce, or use pictorial or graphic representation of the language of the content areas or general language related to the content areas.
This course requires students to focus on the development of reading skills at the most basic level with an emphasis on vocabulary building, grammar, syntax, mechanics, and pronunciation. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students must take this course and ESL Beginner Writing together as a two-period daily block.
Students will develop and build skills by reading a variety of challenging books and magazines in addition to using software designed for English Language Learners.
Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS 2.0 for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLS).
This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	ESL Beginner 1 Writing	Course Number:	7L1BW
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of entering.	Length:	Full year

Course Description:

ESL Beginner Writing is designed for English Language Learners who can process, understand, produce, or use pictorial or graphic representation of the language of the content areas or general language related to the content areas.

This course requires students to focus on the development of writing skills at the most basic level with an emphasis on vocabulary usage, grammar, syntax, mechanics, and literary terminology. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students must take this course and ESL Beginner Reading together as a two-period daily block.

Students will develop as writers by responding to writing prompts, responding to text questions, and through the development of multi-paragraph essay writing skills.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS 2.0 for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLS).

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	ESL Beginner 2 Reading	Course Number:	7L2BR
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of emerging.	Length:	Full year

Course Description:

ESL Beginner 2 Reading is designed for English Language Learners who can process, understand, produce, or use pictorial or graphic representation of the language of the content areas or general language related to the content areas. Students in this course will have demonstrated moderate success in reading comprehension, which will require them to continue gradually building upon those skills prior to moving to the Intermediate level course for reading.

This course requires students to continue to focus on the development of reading skills at the most basic level with an emphasis on vocabulary building, grammar, syntax, mechanics, and pronunciation. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students must take this course and ESL Beginner 2 Writing together as a two-period daily block.

Students will continue to develop and build skills by reading a variety of challenging books and magazines in addition to using software designed for English Language Learners.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the

ACCESS 2.0 for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLS).

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	ESL Beginner 2 Writing	Course Number:	7L2BW
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of emerging.	Length:	Full year

Course Description:

ESL Beginner 2 Writing is designed for English Language Learners who can process, understand, produce, or use pictorial or graphic representation of the language of the content areas or general language related to the content areas.

This course requires students to focus on the development of writing skills at the most basic level with an emphasis on vocabulary usage, grammar, syntax, mechanics, and literary terminology. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students must take this course and ESL Beginner 2 Reading together as a two-period daily block. Students in this course will have demonstrated moderate success in their writing skills, which will require them to gradually continue building upon those skills prior to moving to the Intermediate level course for writing.

Students will continue to develop as writers by responding to writing prompts, responding to text questions, and through the development of multi-paragraph essay writing skills.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS 2.0 for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLS).

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	ESL Intermediate 1 Reading	Course Number:	7L1IR
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of developing.	Length:	Full year

Course Description:

ESL Intermediate 1 Reading is designed for English Language Learners who can process, understand, produce, or use general, specific, or some technical language of the content areas or expanded sentences in oral interaction or written paragraphs, or a variety of sentence lengths of varying linguistic complexity in extended oral discourse or multiple, related sentences or paragraphs.

This course requires students to focus on the development of more extended, academic vocabulary, with emphasis on reading comprehension along with essay writing. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students who are in this course must also take ESL Intermediate 1 Writing as a two block period.

Students will develop and build skills by reading a variety of challenging books in addition to selected newspaper and magazine articles.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS 2.0 for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLS).

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	ESL Intermediate 1 Writing	Course Number:	7L1IW
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of developing.	Length:	Full year

Course Description:

ESL Intermediate 1 Writing is designed for English Language Learners who can process, understand, produce, or use general, specific, or some technical language of the content areas or expanded sentences in oral interaction or written paragraphs, or a variety of sentence lengths of varying linguistic complexity in extended oral discourse or multiple, related sentences or paragraphs.

This course requires students to focus on the development of more extended, academic vocabulary, with emphasis on essay writing along with reading comprehension. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students who are in this course must also take ESL Intermediate 1 Reading as a two period block.

Students will develop and build skills by reading a variety of challenging books in addition to selected newspaper and magazine articles. Comprehension will be demonstrated via guided writing tasks as well as formal essays. Students will also begin to focus on the research paper writing process.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS 2.0 for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLS).

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	ESL Intermediate 2 Reading	Course Number:	7L2IR
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of expanding.	Length:	Full year

Course Description:

ESL Intermediate 2 Reading is designed for English Language Learners who can process, understand, produce, or use general, specific, or some technical language of the content areas or expanded sentences in oral interaction or written paragraphs, or a variety of sentence lengths of varying linguistic complexity in extended oral discourse or multiple, related sentences or paragraphs.

Students in this course have demonstrated moderate success in reading comprehension skills presents in ESL Intermediate 1 Reading but are not ready to be phased out of ESL and/or enroll in ESL Advanced as determined by their previous ACCESS scores and overall academic performance. This course allows students to expand upon the aforementioned skills in preparation for transition in the upcoming year.

This course requires students to focus on the development of more extended, academic vocabulary, with emphasis on reading comprehension along with essay writing. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students who are in this course must also take ESL Intermediate 2 Writing as a two period block.

Students will develop and build skills by reading a variety of challenging books in addition to selected newspaper and magazine articles.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS 2.0 for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLS).

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	ESL Intermediate 2 Writing	Course Number:	7L2IW
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of expanding.	Length:	Full year

Course Description:

ESL Intermediate 2 Writing is designed for English Language Learners who can process, understand, produce, or use general, specific, or some technical language of the content areas or expanded sentences in oral interaction or written paragraphs, or a variety of sentence lengths of varying linguistic complexity in extended oral discourse or multiple, related sentences or paragraphs.

Students in this course have demonstrated moderate success in overall writing skills presented in ESL Intermediate 1 Writing but are not ready to be phased out of ESL and/or enroll in ESL Advanced as determined by their previous year's ACCESS scores and overall academic performance. This course allows students to expand upon the aforementioned skills in preparation for transition in the upcoming year.

This course requires students to focus on the development of more extended, academic vocabulary, with emphasis on essay writing along with reading comprehension. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students who are in this course must also take ESL Intermediate 2 Writing as a two period block.

Students will develop and build skills by reading a variety of challenging books in addition to selected newspaper and magazine articles. Comprehension will be demonstrated via guided writing tasks as well as formal essays. Students will also begin to focus on the research paper writing process.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS 2.0 for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLS).

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	ESL Advanced 1	Course Number:	7L1AD
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of expanding, bridging, or reaching level	Length:	Full year

Course Description:

ESL Advanced 1 is designed for students who are usually being transitioned out of the ESL program and are simultaneously enrolled in a mainstream English class.

This course requires students to understand materials that focus on cognitive and academic language proficiency. Emphasis is placed on successful performance on writing and reading comprehension tasks that meet the NJSLS. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed.

Students will develop and build skills by reading a variety of challenging books in addition to selected newspaper and magazine articles. Students in this course will also focus on narrative, expository and argumentative writing.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS 2.0 for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLS).

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Course Title:	ESL Advanced 2	Course Number:	7L2AD
Grade(s):	9-12	Credits:	5
Prerequisites:	NJ State-approved language proficiency test score of expanding, bridging, or reaching level	Length:	Full year

Course Description:

ESL Advanced 2 is designed for students who have completed their first year of transition but still require the necessary support provided by an ESL course. These students will continue to be transitioned out of ESL for another year while also continuing with mainstream English.

This course requires students to understand materials that focus on cognitive and academic language proficiency. Emphasis is placed on successful performance on writing and reading comprehension tasks that meet the NJSLS. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed.

Students will develop and build skills by reading a variety of challenging books in addition to selected newspaper and magazine articles. Students in this course will also focus on narrative, expository and argumentative writing by building upon and refining the skills acquired during ESL Advanced 1.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS

2.0 for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLS).

This course can be counted in fulfillment of the state mandated five (5) credits of English per year to equal the twenty (20) credits of English required for graduation.

Health and Physical Education

Department Description

The Health and Physical Education Department is committed to providing a high-quality instructional program that is relevant to all students. Each teacher's goal is to provide students with a variety of activities that will prepare them for a lifetime of fitness and well-being. Instructional practices take into consideration changing developmental and movement abilities and also seek to develop self-confidence, teamwork, and leadership skills. In terms of Health Education, it is the goal of the teachers to deliver instruction that will have a strong impact on promoting healthy young adults. Instructional practices will focus on developing critical thinking skills to enable students to make informed decisions that encourage healthy lifestyles.

Course Descriptions

Course Title:	Health I	Course Number:	2L1HE
Grade(s):	9	Credits:	1.25
Prerequisites:	None	Length:	1 Marking Period

Course Description:

Health I is designed to introduce freshmen to a range of relevant adolescent health and wellness issues.

This course will allow students to develop an understanding of contemporary health issues related to teens and to apply this learning to their decision-making process.

Students will build skills through student-centered learning activities and explorations as well as classroom instruction designed to expose them to topics including, smoking/vaping, teen suicide, mental health, alcohol awareness, social health (LGBTQA+ gender awareness) and character education.

Successful completion of this course will be measured through individual and group projects, as well as teacher-generated assessments.

This course will meet for one marking period and can be counted in fulfillment of local and New Jersey State graduation requirements.

Course Title:	Health II: Driver's Ed.	Course Number:	2L2HE
Grade(s):	10	Credits:	1.25
Prerequisites:	Successful Completion of Health I	Length:	1 Marking Period

Course Description:
Health II is designed to instruct sophomores in the New Jersey State requirement of driver's education, as well as continuing to expose them to life skills that enhance the development of healthy lifestyles.
This course requires students to develop an understanding of basic principles of safe driving including good driver qualities, relevant state laws, driving environments, preventative maintenance, and sound driving attitudes. In addition, students will develop an understanding of the variety of school and community resources available to maintain a healthy lifestyle.
Students will develop skills through student-centered learning activities and explorations, as well as classroom instruction designed to expose them to topics related to drivers' education and wellness.
Successful completion of this course will be measured through individual and group projects, as well as teacher-generated assessments, including the New Jersey State Driver's examination.
This course will meet for one marking period and can be counted in fulfillment of local and New Jersey State graduation requirements.

Course Title:	Health III	Course Number:	2L3HE
Grade(s):	11	Credits:	1.25
Prerequisites:	Successful Completion of Health II	Length:	1 Marking Period

Course Description:
Health III is designed to expose juniors to the Family Life Education curriculum in accordance with New Jersey State mandates.
This course requires students to develop an understanding of topics including the reproductive systems and associated diseases, gender roles, sexual harassment, relationships, pregnancy, birth, parenting, genetics, contraception, and abstinence.
Students will develop skills through student-centered learning activities and explorations as well as classroom instruction designed to further understand the Family Life Education curriculum.
Successful completion of this course will be measured through individual and group projects as well as teacher-generated assessments.

This course will meet for one marking period and can be counted in fulfillment of local and New Jersey State graduation requirements.

Course Title:	Health IV	Course Number:	2L4HE
Grade(s):	12	Credits:	1.25
Prerequisites:	Successful Completion of Health III	Length:	1 Marking Period

Course Description:

Health IV is designed to reinforce topics in wellness addressed in previous years, as well as expose seniors to basic First Aid procedures and personal safety topics.

This course requires students to identify ways to prevent injury or illness, recognize when an emergency has occurred, and take necessary emergency action steps to provide basic care for injury or illness until medical help can be reached.

Students will develop skills through student-centered learning activities and explorations as well as classroom instruction designed to further understanding of the standard First aid practices, nutrition disease prevention, lifelong wellness practices, and personal safety topics including CPR training.

Successful completion of this course will be measured through individual and group projects, as well as teacher-generated assessments.

This course will meet for one marking period and can be counted in fulfillment of local and state graduation requirements.

Course Title:	Physical Education I	Course Number:	2L1PE
Grade(s):	9	Credits:	3.75
Prerequisites:	None	Length:	3 Marking Periods

Course Description:

Physical Education I is designed to enable students to meet the New Jersey State requirement for graduation through a well-balanced program of physical and wellness activities.

This course requires that freshmen demonstrate an understanding of the social, emotional, intellectual, and recreational benefits of lifelong physical activity.

Students will build or develop skills through a variety of team and individual fitness activities that are part of an introductory program.

Successful completion of this course will be measured by demonstrating a proficiency in a variety of skills and physical education/academic areas including fitness testing, teacher-created assessments, and individual and group projects.

This course can be counted in fulfillment of local and New Jersey State graduation requirements.

Course Title:	Physical Education II	Course Number:	2L2PE
Grade(s):	10	Credits:	3.75
Prerequisites:	Physical Education I	Length:	3 Marking Periods

Course Description:

Physical Education II is designed to enable students to meet the New Jersey State requirement for graduation through a well-balanced program of physical and wellness activities.

This course requires that sophomores demonstrate an understanding of the social, emotional, intellectual, and recreational benefits of lifelong physical activity.

Students will build skills through a variety of team and individual fitness activities that are part of a continued program.

Successful completion of this course will be measured by demonstrating a proficiency in a variety of skills and physical education/academic areas including fitness testing, teacher-created assessments, and individual and group projects.

This course can be counted in fulfillment of local and New Jersey State graduation requirements.

Course Title:	Physical Education III	Course Number:	2L3PE
Grade(s):	11	Credits:	3.75
Prerequisites:	Physical Education II	Length:	3 Marking Periods

Course Description:

Physical Education III is designed to enable students to meet the New Jersey State requirement for graduation through a well-balanced program of physical and wellness activities.

This course requires that juniors demonstrate an understanding of the social, emotional, intellectual, and recreational benefits of lifelong physical activity.

Students will build skills through a variety of team and individual fitness activities that are part of a program that progresses in scope and intensity.

Successful completion of this course will be measured by demonstrating a proficiency in a variety of skills and physical education/academic areas including fitness testing, teacher-created assessments, and individual and group projects.

This course can be counted in fulfillment of local and New Jersey State graduation requirements.

Course Title:	Physical Education IV	Course Number:	2L4PE
Grade(s):	12	Credits:	3.75
Prerequisites:	Physical Education III	Length:	3 Marking Periods

Course Description:
Physical Education III is designed to enable students to meet the New Jersey State requirement for graduation through a well-balanced program of physical and wellness activities.
This course requires that juniors demonstrate an understanding of the social, emotional, intellectual, and recreational benefits of lifelong physical activity.
Students will build skills through a variety of team and individual fitness activities that are part of a program that progresses in scope and intensity.
Successful completion of this course will be measured by demonstrating a proficiency in a variety of skills and physical education/academic areas including fitness testing, teacher-created assessments, and individual and group projects.
This course can be counted in fulfillment of local and New Jersey State graduation requirements.

Mathematics

Department Description

The Mathematics program in grades 9 through 12 is designed to provide the opportunity for all students to develop a strong foundation in mathematics and become effective logical thinkers. The sequence of available courses ranges from Algebra I and Geometry, which fulfill state graduation requirements, to courses that prepare for or include the study of advanced college level mathematics, such as Calculus and Statistics. Mathematics elective courses such as Introduction to Computer Programming, AP Computer Science Principles, and AP Computer Science A are also offered.

The Mathematics Department curriculum emphasizes thinking skills through a balance of number sense, computation, logic and reasoning, analysis, mathematical modeling, problem solving, and technology. The teachers of the mathematics department provide instruction that engages and challenges students in learning environments that are encouraging and developmentally appropriate.

Because of the sequential nature of mathematics, many courses require prerequisites in addition to teacher recommendation. Course recommendations, including those necessary for honors placement, are based on concrete data such as marking period grades and district assessment scores. Students are encouraged to adhere to the course sequence suggested by the Mathematics Department.

Progression Sequence

Course Descriptions

Course Title:	Algebra I, Part I	Course Number:	4L0A1
Grade(s):	9	Credits:	5
Prerequisites:	Foundations of Algebra 8 Teacher Recommendation	Length:	Full Year

Course Description:
Algebra I, Part 1 is the first of two courses designed for freshmen who will complete the study of Algebra I over a two-year period. Instruction is tailored for students who may need additional reinforcement and practice of skills.
This course will require students to review the concepts, principles, and procedures developed in previous math and pre-algebra courses. Course topics that follow will include the first half of the fundamentals of a standard algebra course. Students will perform operations with real numbers and variable expression and will solve problems involving ratio, rates, and percentage. Students will learn and develop linear equation and inequality problem-solving techniques. They will use coordinate geometry to extensively study the concept of slope and methods for graphing linear functions. Investigations and applications of basic concepts to verbal problems will be utilized throughout the course with an emphasis on the development of problem solving ability. The use of scientific calculators will be permitted and implemented into the course. Students will also review skills and problem solving strategies in preparation for standardized and required assessments.
Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.
This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in Algebra I.

Course Title:	Algebra I, Part 2	Course Number:	4L0A2
Grade(s):	10	Credits:	5
Prerequisites:	Algebra I Part 1	Length:	Full Year

Course Description:
Algebra I, Part 2 is the second of two courses designed for students who will complete the study of Algebra I over a two-year period. Instruction is tailored for students who may need additional reinforcement and practice of skills.
This course will require students to review the concepts, principles, and procedures developed in Algebra I, Part 1. Course topics that follow will include the second half of the fundamentals of a standard algebra course. Students will perform operations with polynomials, exponents, radicals, and rational expressions. Students will extend equation solving techniques to include systems of linear equations and inequalities, as well as quadratic, rational, and radical equations. Students

will study and develop factoring techniques and further explore linear functions and coordinate geometry. Investigations and applications of basic concepts to verbal problems will be utilized throughout the course with an emphasis on the development of problem-solving ability. The use of scientific calculators will be permitted and implemented into the course. Students will also review skills and problem-solving strategies in preparation for standardized and required assessments.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in Algebra I.

Course Title:	Algebra I	Course Number:	4L1AL
Grade(s):	9	Credits:	5
Prerequisites:	Foundations of Algebra 8 Teacher Recommendation	Length:	Full Year

Course Description:

Algebra I is designed for students who have successfully completed Foundation of Algebra in the middle school and have demonstrated competency in mathematics necessary for the study of Algebra I within one school year.

This course will require students to review the concepts, principles, and procedures developed in previous math and pre-algebra courses. Course topics that follow will include the fundamentals of a standard algebra course. Students will perform fundamental operations with real numbers, exponents, variables, polynomials, radicals, and rational expressions.

Course content will also include coordinate geometry, factoring of polynomials, functions, and methods of solving linear, quadratic, and systems of equations and inequalities. Students will communicate ideas, describe relationships, and model situations using algebraic concepts and graphs. The use of correct mathematical terminology and notation will be practiced and emphasized. Applications will motivate all topics and the use of scientific calculators will be permitted and implemented into the course. Students will also review skills and problem solving strategies in preparation for standardized and required assessments.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in Algebra I

Course Title:	Advanced Algebra I	Course Number:	4L1AL
Grade(s):	9	Credits:	5

Prerequisites:	Foundations of Algebra 8: B or better Summer Assignment	Length:	Full Year
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Course Description:

Advanced Algebra I is designed for freshman who have demonstrated strong competency in the Foundations of Algebra course in the middle school and are prepared for extensive instruction in the structures of algebra.

This course will require students to perform basic operations with real numbers, variables, exponents, polynomials, radicals, and rational expressions. Course content includes coordinate geometry, factoring of polynomials, solving of linear, quadratic, systems of equations and inequalities, and direct and inverse variation. Verbal problems and introductory geometry are integrated within each unit of study to emphasize the development of problem-solving abilities. Students will communicate ideas, describe relationships, and model situations using algebraic concepts and graphs. The use of correct mathematical terminology and notation will be practiced and emphasized. Students will be expected to complete mathematical computations without the use of a calculator and to use the language of mathematics with precision.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in Algebra I.

Course Title:	Geometry	Course Number:	4L1GE
Grade(s):	9-12	Credits:	5
Prerequisites:	Algebra I	Length:	Full Year

Course Description:

Geometry is designed to emphasize the fundamentals and application of traditional Euclidean plane geometry, enriched by coordinate geometry, space geometry, and right triangle trigonometry.

This course requires students to extend the study of plan and relationships studied in earlier grades through the application of inductive and deductive reasoning to denied terms, properties, postulates, and previously proven theorems. Topics will include properties of angles, perpendicular and parallel lines, triangles, quadrilaterals, polygons, circles, transformations, similarity, congruence, perimeter and area of two-dimensional figures, and volumes of solids.. While the proof will not be emphasized, alternate methods will be used to demonstrate theorems. Coordinate geometry will be implemented to clearly demonstrate geometric applications. Students will further develop arithmetic and algebraic skills through their application within the context of geometry. Real-life application of concepts will be integrated within each unit of study. Students will also review skills and problem-solving strategies in preparation for standardized and required assessments.

Successful completion of this course will be measured through teacher-generated assessments, learning activities, and assignments.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in geometry.

Course Title:	Advanced Geometry	Course Number:	4L1GE
Grade(s):	9-10	Credits:	5
Prerequisites:	Advanced Algebra I: C or better Alg 1: A & Teacher Recommendation Summer Assignment	Length:	Full Year

Course Description:

Advanced Geometry is designed for students who have successfully completed Advanced Algebra I. The formal study of the principles of logic in Algebra I forms the basis for the deductive reasoning development in geometry. The core of this course is traditional Euclidean geometry enriched by coordinate, space, and transformational geometry, as well as an in-depth exploration of the introductory topics in trigonometry.

This course requires students to extend the study of plane and spatial relationships studied in earlier grades through the application of inductive and deductive reasoning to define terms, properties, postulates, and previously proven theorems. Topics will include, but will not be limited to, properties of angles, perpendicular and parallel lines, triangles, quadrilaterals, polygons, circles, transformations, similarity, congruence, perimeter and area of two-dimensional figures, and volumes of solids. Students will explore different forms of proof and will utilize and further develop algebraic skills through application within the context of geometry. Real life applications of concepts will be integrated within each unit of study.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in Geometry.

Course Title:	Accelerated Geometry Honors	Course Number:	4L1GE
Grade(s):	9-10	Credits:	5
Prerequisites:	Accelerated Algebra I (Grade 7 or 8) : B or better Summer Assignment	Length:	Full Year

Course Description:

Accelerated Geometry Honors is designed for students who have demonstrated superior ability in mastering the concepts of Accelerated Algebra I before entering high school. This course offers a rigorous and in-depth curriculum in traditional Euclidean geometry enriched by the additions of coordinate, space, and transformational geometry, as well as trigonometry. This honors course

stresses analytical thought and problem-solving with an emphasis on detailed analysis and the formal proof.

This course requires students to extend the study of plane and spatial relationships studied in earlier grades through the application of inductive and deductive reasoning to defined terms, properties, postulates, and previously proven theorems. Topics will include, but will not be limited to, properties of angles, perpendicular and parallel lines, triangles, quadrilaterals, polygons, circles, transformations, similarity, congruence, perimeter and area of two-dimensional figures, and volumes of solids. Various types of proof will be incorporated throughout the course. Students will extensively utilize algebraic skills through their application within the context of geometry. Real world problem-solving is emphasized in the study of each topic. Additional topics may include geometric probability and fractals.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics, five (5) of which must be in Geometry.

Course Title:	Integrated Algebra	Course Number:	4L2IA
Grade(s):	9-12	Credits:	5
Prerequisites:	Geometry Teacher Recommendation	Length:	Full Year

Course Description:

Integrated Algebra is designed for students who have completed Algebra I and Geometry, but experienced difficulties, particularly in Algebra 1. The course aims to provide both a thorough review and reinforcement of algebraic and geometric skills and build upon these through an introduction to Algebra 2 concepts.

This course will require students to review and extend algebraic and equation-solving techniques for linear, quadratic, and rational equations, as well as for systems of equations. Students will use function notation and will analyze and graph linear and quadratic functions. Real-life applications are integrated within each unit of study. Students will also review skills and problem-solving strategies in preparation for standardized and required assessments.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Algebra II	Course Number:	4L2AL
Grade(s):	9-12	Credits:	5
Prerequisites:	Geometry Teacher Recommendation	Length:	Full Year

Course Description:

Algebra II is designed for students who have successfully completed Algebra I and Geometry. The course aims to provide both a thorough review and reinforcement of algebraic skills and concepts from Algebra I and an extension of such topics into new and more advanced ideas.

This course will require students to review and extend algebraic and equation-solving techniques for linear, quadratic, and rational equations, as well as for systems of equations. Students will use function notation and will extensively analyze and graph linear and quadratic functions. Real-life applications, particularly introductory topics in statistics, are integrated within each unit of study. Students will also review skills and problem-solving strategies in preparation for standardized and required assessments.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Advanced Algebra II	Course Number:	4L2AL
Grade(s):	9-12	Credits:	5
Prerequisites:	Advanced Geometry: C or better Geometry: A & Teacher Recommendation Summer Assignment	Length:	Full Year

Course Description:

Advanced Algebra II is designed for students who have demonstrated a strong background in both Advanced Algebra I and Advanced Geometry. This course aims to emphasize the accurate use of advanced algebraic skills and graphing techniques in order to develop the mathematical foundation that is essential for the study of advanced courses such as Advanced Algebra with Trigonometry, Pre-Calculus, and Calculus.

This course requires students to extend equation-solving techniques to include systems of equations and polynomial equations with irrational and complex roots. Polynomial and rational functions as well as conic sections and their related equations will be analyzed and graphed. Students will formalize the approach to arithmetic and geometric series and sequences and begin the study of exponential and logarithmic functions. Students will develop skills through both algebraic techniques and graphing calculator methods. Real-life applications are integrated within each unit of study.

Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Accelerated Algebra II Honors	Course Number:	4L2AL
Grade(s):	9-12	Credits:	5
Prerequisites:	Accelerated Geometry Honors: B- or better Summer Assignment	Length:	Full Year

Course Description:

Accelerated Algebra II Honors is designed for students who have demonstrated superior ability in both Accelerated Algebra I and Accelerated Geometry, and would like to complete an AP Calculus course prior to the first semester of college. The instruction of all algebraic topics in this course is thorough, extensive, and presented at a competitive pace. This honors course emphasizes analytical thought, graphing, applications, and problem solving through an extended study of topics.

This course requires students to extend equation-solving techniques to include systems of equations and polynomial equations with irrational and complex roots. Polynomial, rational, exponential, radical, and logarithmic functions as well as conic sections and their related equations will be analyzed and graphed. The study of matrices will be extended to include multiplication as well as identity and inverse matrices. Students will formalize the approach to arithmetic and geometric series and sequences. Students will develop skills through both algebraic techniques and graphing calculator methods. Additional topics of study will include probability and counting, statistics, and topics in trigonometry.

Successful completion of this course will be measured through teacher-generated assessments, learning activities, and assignments.

This course will meet five days a week for the academic year, and can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	College Algebra	Course Number:	4L3AL
Grade(s):	12	Credits:	5
Prerequisites:	Algebra II Teacher Recommendation	Length:	Full Year

Course Description:

College Algebra is designed for seniors who have successfully completed Algebra II or Integrated Algebra. The course aims to begin with an extensive review of algebra and geometry concepts in preparation for college entrance exams such as the Scholastic Aptitude Test (SAT) and American College Testing (ACT) standardized tests in the fall. The course will then continue with the further development skills necessary for college mathematics and prepare students for college placement tests.

Some topics include solving equations and inequalities, simplifying radicals, factoring polynomials, solving quadratic equations, applying rules of exponents, exploring families of functions, and simplifying rational and logarithmic expressions.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Advanced Algebra with Trigonometry	Course Number:	4L3AT
Grade(s):	11-12	Credits:	5
Prerequisites:	Advanced Algebra II Algebra 2: A & Teacher Recommendation Summer Assignment	Length:	Full Year

Course Description:

Advanced Algebra with Trigonometry is designed for students who have successfully completed an Algebra II course and wish to further develop a foundation in mathematics in preparation for further college coursework in math and related fields of study. Students who have demonstrated strong competency in Algebra II and students who have experienced difficulties in Advanced Algebra II may select this course. This course incorporates the extended study of advanced algebraic topics with introductory trigonometry.

This course will require students to review and extend important algebraic concepts from previous courses to further study function theory and families of functions. These functions will include linear, polynomial, rational, exponential, logarithmic, and trigonometric functions. Equation solving, graphing, and problem solving are emphasized throughout the course.

Successful completion of this course will be measured through teacher-generated assessments, learning activities, and assignments.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Pre-Calculus	Course Number:	4L0PC
Grade(s):	10-12	Credits:	5
Prerequisites:	Advanced Algebra II: B- or better Summer Assignment	Length:	Full Year

Course Description:

Pre-Calculus is designed for students who have demonstrated a strong ability in mastering the concepts of Advanced Algebra II and plan to take Calculus prior to the first semester of college. This curriculum involves the studies of all families of functions, trigonometry, analytical geometry, and the application of these topics in real-world problem solving.

Students will review, further develop, and extend the study of algebra and geometry concepts from previous courses in order to develop the essential mathematical background necessary for the study of calculus. Students will graph and analyze, in-depth polynomial, rational, radical, exponential, logarithmic, circular, and trigonometric functions, as well as conic sections. Students will build skills through both advanced algebraic techniques and graphing calculator methods. Students will begin the study of differential calculus of polynomial functions.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Statistics	Course Number:	4L1SA
Grade(s):	11-12	Credits:	5
Prerequisites:	Advanced Algebra 2 Or Advanced Algebra with Trig	Length:	Full Year

Course Description:

Statistics is designed for students who wish to take a fourth year of mathematics through an introductory course on statistics. The course aims to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data.

This course will require students to explore data by describing patterns and departures from patterns. They will also plan and conduct studies involving sampling and experimentation. Students will use probability and simulation to explore random phenomena and anticipate patterns. Other topics involve statistical inference, where students will estimate population parameters and test hypotheses.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Accelerated Pre-Calculus Honors	Course Number:	4L0PC
Grade(s):	10-11	Credits:	5
Prerequisites:	Accelerated Algebra II Honors: B- or better	Length:	Full Year

	Summer Assignment		
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Course Description:

Accelerated Pre-Calculus Honors is designed for students who have demonstrated superior ability in mastering the concepts of Accelerated Geometry and Accelerated Algebra II, and plan to take at least one AP Calculus course prior to the first semester of college. This curriculum is a rigorous study of all families of functions, trigonometry, analytical geometry, and the application of these topics in real-world problem solving.

Students will review, further develop, and extend the study of algebra and geometry concepts from previous courses in order to develop the essential mathematical background necessary for the study of calculus. Students will graph and analyze in-depth polynomial, rational, radical, exponential, logarithmic, circular, and trigonometric functions, as well as conic sections. Students will build skills through both advanced algebraic techniques and graphing calculator methods. Additional topics will include vectors and parametric equations. Students will begin the study of limits and differential calculus of polynomial functions.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	Calculus	Course Number:	4L1CL
Grade(s):	11-12	Credits:	5
Prerequisites:	Pre-Calculus Teacher Recommendation	Length:	Full Year

Course Description:

Calculus is designed for seniors who have successfully completed Pre-Calculus and wish to begin the study of calculus prior to college without the pressure of an AP test at the end of the course. The course aims to provide both a thorough review of the properties, algebra, graphs, and language of all functions, followed by an introduction to the concepts and applications of calculus.

Students will review all families of functions including those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined.

Students will apply limit theory and continuity to these functions and will begin an in-depth study of differentiation and integration techniques. Application of derivatives and integrals will be emphasized within their use in optimization, related rates, areas, and volumes of solids.

Students will develop a solid background in the fundamentals of calculus so that they are prepared to further study the subject and related sciences in college.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics.

Course Title:	AP Calculus AB	Course Number:	4L2AB
Grade(s):	11-12	Credits:	5
Prerequisites:	Accelerated Pre-Calculus Honors Teacher Recommendation AP Recommendation Form and an Interview Minimum Average of 80 Summer Assignment	Length:	Full Year

Course Description:

AP Calculus AB is designed for students who have demonstrated a superior and thorough knowledge of college preparatory mathematics including algebra, geometry, trigonometry, analytical geometry, and elementary functions. Before studying calculus, students must be familiar with the properties, algebra, graphs, and language of functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined.

Students will work with functions in a variety of ways including graphical, numerical, analytical, or verbal, and will make connections among these representations. Students will use advanced algebraic methods for differentiation and integration and will understand the relationship between the two, as expressed in The Fundamental Theorem of Calculus. Students will investigate computation of limits, applications of the derivative and of definite and indefinite integrals numerically and graphically, and will use both to solve a variety of problems. Graphing calculators will be used to help solve problems, experiment, and verify conclusions.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester college-level calculus course. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	AP Calculus BC	Course Number:	4L2BC
Grade(s):	12	Credits:	5
Prerequisites:	AP Calculus AB Teacher Recommendation AP Recommendation Form and an Interview Minimum Average of 80 Summer Assignment	Length:	Full Year

Course Description:
AP Calculus BC is designed for students who have successfully completed AP Calculus AB and wish to extend the study of calculus beyond the AB course prior to college.
Students will review and further develop differentiation and integration techniques utilized in Calculus AB and will explore additional solution techniques. Students will continue with the study of sequences and series, parametric equations and vector and polar calculus. Graphing calculators are required for this course.
Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.
This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics. The content of Calculus BC is designed to qualify the student for placement and/or credit in a course that is one course beyond that granted for Calculus AB. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Course Title:	AP Statistics	Course Number:	4L1SA
Grade(s):	10-12	Credits:	5
Prerequisites:	Accelerated Algebra II or Pre-Calculus and/or Statistics Teacher Recommendation AP Recommendation Form and Interview Summer Assignment	Length:	Full Year

Course Description:

AP Statistics is designed for students who wish to complete studies equivalent to a one-semester, introductory, non-calculus based, college course in statistics. The course aims to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data.

This course will require students to explore data by describing patterns and departures from patterns. They will also plan and conduct studies involving sampling and experimentation. Students will use probability and simulation to explore random phenomena and anticipate patterns. Other topics involve statistical inference, where students will estimate population parameters and test hypotheses. Graphing calculators are required for this course.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics or in partial fulfillment of the 130 total credits required for graduation. Students who successfully complete the course and final exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Course Title:	Intro to Computer Programming	Course Number:	4L1CP
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Introduction to Computer Programming has been developed to simultaneously introduce students to computer programming and to prepare them for an introductory course in the Python and Java languages. Students will learn the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Students will learn to program with the Turtle and build various text-based games. Topics discussed include a wide variety of data structures and techniques such as "if" and "if/else" statements, while and for loops, variables, functions, lists, and dictionaries. In addition, students learn about graphic and math libraries.

Successful completion of this course is measured through active class participation, collaboration through paired programming, and ongoing formal and informal assessments including: prototyping, program building, research and writing, and presentations.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	AP Computer Science Principles	Course Number:	9L1CS
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Grade(s):	9-12	Credits:	5
Prerequisites:	Accelerated Algebra 1 (JHWMS): B+ or better Advanced Algebra 1: B or better AP Recommendation Form and an Interview Summer Assignment	Length:	Full Year

Course Description:
The AP Computer Science Principles course introduces students to the breadth of the field of computer science. Students will learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, such as the Internet, work and impact their community, society, and the world. The importance of a collaborative and ethical computing culture will be emphasized in all learning. All students enrolled in an AP course will be encouraged to prepare for and take the AP exam in May and will also complete the Create Task.
Successful completion of this course is measured through active class participation, collaboration through paired programming, and ongoing formal and informal assessments including: prototyping, program building, research and writing, and presentations.
This course can be counted in partial fulfillment of the 130 total credits required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Course Title:	AP Computer Science A	Course Number:	4L1CS
Grade(s):	10-12	Credits:	5
Prerequisites:	Advanced Algebra 2: B or better AP Computer Science Principles: B or higher AP Recommendation Form Summer Assignment	Length:	Full Year

Course Description:
AP Computer Science A is an introductory college-level course in computer science, emphasizing object-oriented programming methodology with a focus on problem-solving and algorithm development. Students will learn to design and implement adaptable, reusable solutions to problems using Java, and develop proficiency in coding, testing, and debugging programs.

The course is designed to be equivalent to a first-semester college computer science course and is targeted at students interested in computer science, regardless of their anticipated college major. Assessments include tests, quizzes, projects, labs, active class participation, informal assessments, and preparing students for the AP Computer Science A Exam. By the end of the course, students will have the skills to analyze and manipulate code, implement common algorithms and data structures, and understand the broader context of computing in society.

This course can be counted in partial fulfillment of the elective credits towards the *130 credit graduation requirement. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Course Title:	Mathematics Strategies	Course Number:	4L1MS
Grade(s):	9-12	Credits:	None
Prerequisites:	State Assessment Scores	Length:	1 Marking Period

Course Description:			
Mathematics Strategies is designed to provide remediation for students who did not meet grade level expectations based on multiple measures including mathematics standardized state assessments. A math strategies course is taken in addition to another standard mathematics course.			
Students will review concepts, skills, and problem-solving strategies in preparation for the state mandated mathematics assessments.			
Successful completion of this course will be measured through teacher-generated assessments, and assignments.			
This course cannot be counted in partial fulfillment of the state-mandated fifteen (15) credits of mathematics. Successful completion of this course will be measured by attendance and participation in daily lessons.			

Course Title:	Practical Math	Course Number:	4L1PM
Grade(s):	12	Credits:	5
Prerequisites:	Coordinator Recommendation	Length:	Full Year

Course Description:			
This course will reinforce and teach math facts; addition, subtraction, multiplication, and division with a heavy emphasis on everyday mathematics. In addition, students will study number theory, decimals, rational numbers and fractions, ratios, proportions and percentage, integers, exponents, square roots, equations from geometry, and graphing.			
Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.			
This course can be counted in partial fulfillment of the 130 total credits required for graduation.			

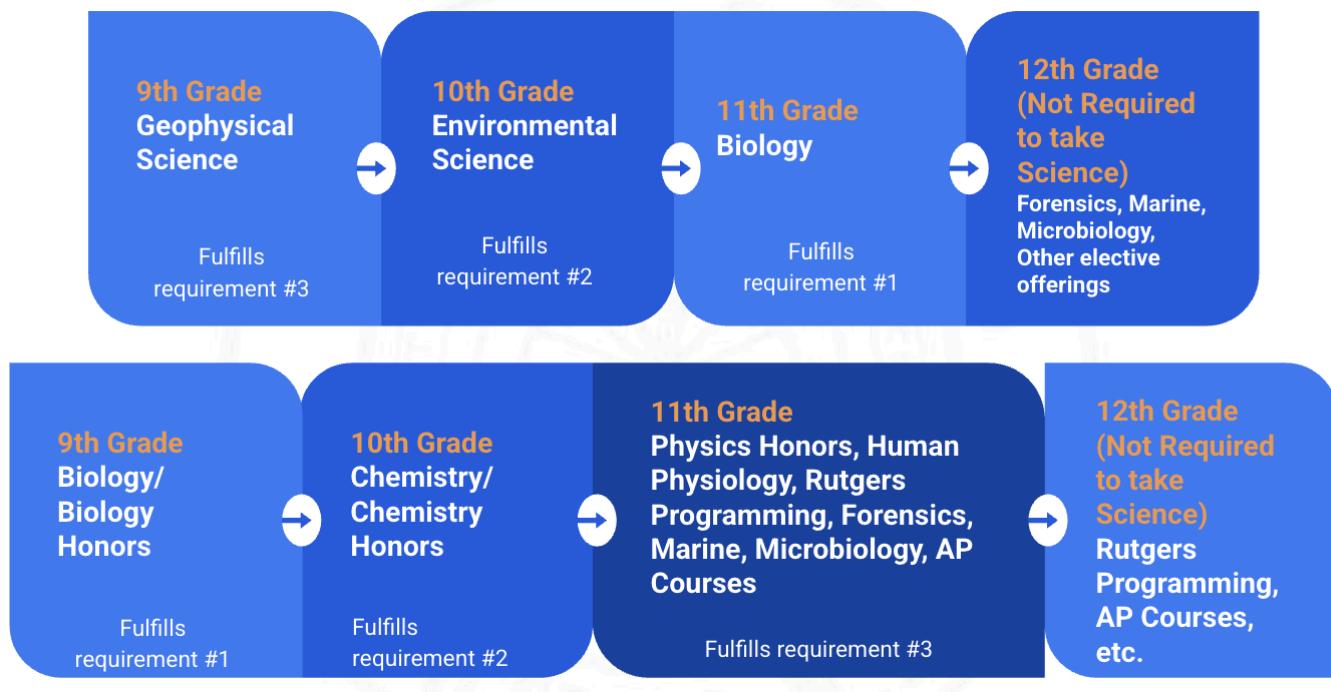
Department Description

Science is systematic knowledge of the physical or material world gained through observation and experimentation. Science explores the living and physical world to provide explanation of objects, events in the universe, and the discovery of how things work. The Nutley High School Science Department is dedicated to educating students to recognize the importance of basic scientific research, the use of scientific knowledge in their everyday lives, and application of scientific concepts to other areas of their life. It is the goal of the Science Department staff to provide every student with scientific knowledge to prepare them for their life experiences.

Science Graduation Requirements:

1. Biology
2. Environmental, Chemistry, or Physics
3. Additional Lab/Inquiry-based Science Course

Possible Pathways to Fulfill Graduation Requirements:



Course Descriptions

Course Title:	AP Biology	Course Number:	5L1BI
Grade(s):	11-12	Credits:	6
Prerequisites:	Biology: A Biology Honors: B+ or better Chemistry: A Chemistry Honors: B+ or better	Length:	Full Year

	AP Recommendation Form and an Interview		
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Course Description:

AP Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year of college. Some AP students, as college freshmen, are permitted to undertake upper-level courses in biology or to register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory science course and will be able to undertake other courses to pursue their majors.

AP Biology will include the topics regularly covered in a college biology course for majors. The textbooks used for AP Biology are those used by college biology majors and the labs done by AP students must be the equivalent of those done by college students. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in an AP Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details.

Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

The AP Biology Development Committee conducts college curriculum surveys of introductory biology courses for biology majors and develops the AP Biology Examination so that it is representative of the topics covered by the survey group. Accordingly, goals have been set for percentage coverage of three general areas:

- Molecules and Cells, 25%
- Heredity and Evolution, 25%
- Organisms and Populations, 50%

These three areas have been subdivided into major categories with percentage goals for each major category specified. The percentage goals will serve as a guide for designing an AP Biology course and may be used to apportion the time devoted to each category. The examination is constructed using the percentage goals as guidelines for question distribution.

Successful completion will be measured through laboratory performance assessment, critical thinking assessment, laboratory reports, tests, and Advanced Placement exam/final exam. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor. This course satisfies component C (lab/inquiry-based science class), and accounts for five (5) of the fifteen (15) necessary science credits required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Project Acceleration credits are available in conjunction with Seton Hall University. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	AP Chemistry	Course Number:	5L1CH
Grade(s):	11-12	Credits:	6
Prerequisites:	Biology: A Biology Honors: B+ or better Chemistry: A Chemistry Honors: B+ or better AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register for courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses.

AP Chemistry meets the objectives of a good general chemistry course. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. AP Chemistry will provide a laboratory experience equivalent to that of a typical college course.

The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. The advanced work in chemistry should not displace any other part of the student's science curriculum. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics.

Successful completion will be measured through laboratory performance assessments, critical thinking assessments, laboratory reports, tests, and Advanced Placement exam/final exam. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor. This course satisfies component C (lab/inquiry-based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	AP Environmental Science	Course Number:	5L1EV
Grade(s):	11-12	Credits:	6
Prerequisites:	Biology: A Biology Honors: B+ or better Chemistry: A Chemistry Honors: B+ or better Previous year's ELA class: B or better AP Recommendation Form and an Interview Pre-requisite courses cannot be taken concurrently	Length:	Full Year

Course Description:

AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science including; science as a process, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans altering natural systems, environmental problems have a cultural and social context, and human survival depending on developing practices that will achieve sustainable systems.

Successful completion will be measured through laboratory performance assessment, critical thinking assessment, laboratory reports, tests, and Advanced Placement exam/final exam. In order to be admitted to this class, students must obtain a recommendation form, and schedule an interview with the instructor.

This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Course Title:	AP Physics 1: Algebra-Based	Course Number:	5L1PH
Grade(s):	10-12	Credits:	6
Prerequisites:	Physics Hon: A Accelerated Algebra I: B or better (taken at JHWMS) Advanced Algebra I: B or better Algebra I: A Accelerated Geometry Hon: B or better Advanced Geometry: B or better	Length:	Full Year

	Geometry: A or better AP Recommendation Form and an Interview		
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Course Description:

AP Physics 1: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers fluid mechanics, Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

This course requires students to apply analytical skills, measurement skills, algebra and trigonometry operations, involved mathematical calculations, and problem-solving skills while learning the laws of physics. Complex problems involving multiple concepts are routinely assigned. Students will develop an understanding through problem-solving, using scientific apparatus and instruments, comparing results, analyzing lab results, and interacting with classmates during laboratory investigations. Successful completion of this course will be measured by performance on quizzes, tests, laboratory performance and reports, class work, homework, classroom discussions, projects, and a final exam.

This course satisfies component B (environmental science, chemistry, or physics), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	AP Physics 2	Course Number:	5L1PH
Grade(s):	11-12	Credits:	6
Prerequisites:	Honors Physics: B+ or better AP Physics I: B+ or better Algebra II: A Algebra II Honors: B+ or better AP Recommendation Form and an Interview Consideration of AP Physics I score	Length:	Full Year

Course Description:

AP Physics 2: Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics.

Successful completion will be measured through laboratory performance assessments, critical thinking assessments, laboratory reports, tests, and the Advanced Placement exam/final exam. In

order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Course Title:	Biology	Course Number:	5L1BI
Grade(s):	9-12	Credits:	5
Prerequisites:	Passing grade on 8th grade placement assessment 8-12 points on the placement rubric Teacher recommendation	Length:	Full Year

Course Description:	
Biology requires students to understand life processes, perform investigative laboratory activities, analyze scientific data, and apply biological principles to real life situations. Students will develop analytical skills through measuring, graphing, and use of microscopes and other scientific tools.	

This course satisfies component A (laboratory biology), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Chemistry	Course Number:	5L1CH
Grade(s):	10-12	Credits:	5
Prerequisites:	Biology: C or better Algebra I: C or better Prior year ELA: C or better	Length:	Full Year

Course Description:	
Chemistry requires students to apply analytical skills, mathematical equations, and various problem-solving strategies to physical and chemical scientific concepts.	
Students will develop skills through problem-solving, using manipulative to explore theoretical concepts, manipulating scientific tools and instruments, and collaborating with peers.	
Successful completion of this course will be measured by performance on quizzes and tests, class work, homework, as well as other projects and a final exam.	
This course satisfies component B (environmental science, chemistry, or physics), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.	

Course Title:	Environmental Science	Course Number:	5L1EV
Grade(s):	10-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:
Environmental Science requires students to evaluate and address the concepts of ecosystem, resources, energy, population dynamics, sources and effects of pollution, as well as ethical and sociological concerns.
Students will develop skills through discussion/debate, group laboratory investigations, graphing of data, independent projects and research, as well as the reading and application of previous knowledge to real life situations.
Successful completion of this course will be measured by successful completion of the Nutley High School environmental science course end of year assessment. This course satisfies component B (environmental science, chemistry, or physics) and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Forensic Science	Course Number:	5L1FS
Grade(s):	11-12	Credits:	5
Prerequisites:	Biology	Length:	Full Year

Course Description:
Forensic Science is designed for students who want to participate in a challenging curriculum designed to provide a solid scientific foundation in the basic principles of forensic science. Topics will range from basic metric measurement and scientific method to more complex concepts such as fingerprint and glass analysis, forensic toxicology and anatomy, to the ever-increasing role of DNA in criminal investigation. This course is a full year in length in order to provide sufficient time to explore the various areas of general forensic science. This course requires students to pursue scientific experimentation using multiple scientific disciplines, demonstrate skills and laboratory techniques necessary to actively compete in a technology-based society, develop a solid understanding of a broad spectrum of scientific concepts and principals, and utilize both individual and group effort.
Students will develop skills through extensive hands-on laboratory experiences, research into famous criminal cases and current forensic technology, projects and, written assessments.
Successful completion of this course will be measured by regular assessments, one project per semester, laboratory and criminal reports as well as the Nutley High School common forensic science assessment. This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Forensic Science Honors	Course Number:	5L1FS
Grade(s):	11-12	Credits:	6

Prerequisites:	Biology: A Biology Honors: B+ or better Prior year ELA: B or better	Length:	Full Year
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Course Description:

Forensic Science Honors is designed for students who want to participate in a more challenging and comprehensive curriculum. Topics include forensic toxicology, anatomy and decomposition, physical and chemical properties of evidence, tool marks and footprint analysis, DNA profiling, fingerprint analysis, document examination, explosives and arson. This course covers the same topics as Forensic Science but with more depth through inquiry and experimentation.

This course requires students to pursue scientific experimentation using multiple scientific disciplines during a dedicated laboratory period, demonstrate competency in advanced skills and laboratory techniques, develop a solid understanding of a broad spectrum of scientific concepts and principles, utilize both individual and group effort, research and produce criminal reports on student-generated experimental results.

Students will develop skills through extensive hands-on laboratory experiences during a dedicated laboratory period, extensive research into famous criminal cases, and current forensic technology and projects.

Successful completion of this course will be measured through regular assessments, one project per semester, laboratory reports and criminal reports as well the Nutley High School common forensics assessment that includes laboratory (crime scene) performance assessments. In order to be admitted to this class, students must obtain a recommendation form, and schedule an interview with the instructor. This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Global Climate	Course Number:	5L1CH
Grade(s):	11-12	Credits:	5
Prerequisites:	Biology	Length:	Full Year

Course Description:

This course introduces students to the scientific principles of Earth's climate system and the evidence for global climate change. Students analyze real-world data, explore human and natural factors that influence climate, and examine the environmental and societal impacts of a warming planet. The course emphasizes problem-solving, sustainability, and local-to-global climate solutions through hands-on activities and project-based learning.

This course component C (lab/inquiry based science class). It accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Chemistry Honors	Course Number:	5L1CH
Grade(s):	10-12	Credits:	6

Prerequisites:	Biology: A Biology Honors: B+ or better Accelerated Algebra I: B or better (taken at JHWMS) Advanced Algebra I: B or better Algebra I: A Teacher recommendation	Length:	Full Year
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Course Description:
Chemistry Honors requires students to utilize chemical and physical principles and apply them to an understanding of the material world around them.
Students will develop skills through problem solving, using manipulatives to explore theoretical concepts, using scientific tools, analyzing complex chemical processes, and applying concepts to other areas of science.
Successful completion of this course will be measured by performance on quizzes, tests, laboratory performance and analysis, classwork, homework, projects, and a Nutley High School common assessment.
This course satisfies component B (environmental science, chemistry, or physics) and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Human Physiology	Course Number:	5L1HP
Grade(s):	11-12	Credits:	5
Prerequisites:	Biology: B- or better Honors Biology: C+ or better Chemistry: C or better Honors Chemistry: C or better	Length:	Full Year

Course Description:
Human Physiology is designed for students who want to learn about the organization of the human body, tissue and organ anatomy, as well as the functional design of major body parts.
This course requires students to understand biological principles and apply them to mammalian anatomy.
Students will develop skills through a systematic approach that uses microscopic histology, dissection, and physiological investigations to support student understanding. Successful completion of this course will be measured by practical assessments, performance assessments, and the development of a portfolio lab book.
This course component C (lab/inquiry based science class). It accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Human Physiology Honors	Course Number:	5L1HP
Grade(s):	11-12	Credits:	6
Prerequisites:	Biology: B+ or better Honors Biology: B- or better Chemistry: B or better Honors Chemistry: C+ or better	Length:	Full Year

Course Description:
Human Physiology Honors is designed for students who want an in-depth study of the physical and chemical principles that govern the anatomy and function of the human body.
This course requires students to understand and apply the vocabulary of human anatomy and physiology; to analyze the different organ systems and relate them to their specific function; and to compare and contrast human anatomy and physiology with other animal species, particularly in the detailed mammalian study of cat physiology.
Students will develop skills through teacher-led lectures, examining different organ systems and tissues by dissection and microscopy, interpreting and explaining critical thinking questions related to specific organ systems by writing essays and short reports, and small group and individual examination of organ systems through written worksheets.
Successful completion of this course will be measured by tests, quizzes, lab reports, lab practical examinations, classwork, and homework. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor. This course satisfies component C (lab/inquiry-based science class). It accounts for five (5) out of fifteen (15) necessary science credits required for graduation.
*** For students who are included Rutgers Allied Health Programming pathway: If you are in the program, this course involves a fee of \$100 to take the required end of course assessment.
The number of credits listed here in the Program of Studies are those to be earned locally at NHS towards a NJ High School Diploma and does not necessarily reflect the equivalent credit weight at Rutgers University.
<u>For students who are NOT part of the Rutgers Allied Health Programming pathway, Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at https://www.nutleyschools.org/schools/nhs/projectacceleration.</u>

Course Title:	Biology Honors	Course Number:	5L1BI
Grade(s):	9	Credits:	6
Prerequisites:	Teacher Recommendation and 13-15 points earned on the placement rubric	Length:	Full Year

Course Description:

In addition to the requirements of Biology, Honors Biology requires students to analyze essential questions and support their analysis with data, design their own experimental procedures, formulate hypotheses, interpret collected data, revise predictions based on observed data, sketch observations, and create conclusions based on collected data.

Students will develop analytical skills through measuring, graphing, and use of microscopes and other scientific tools. Successful completion of this course will be measured through proficiency on Nutley High School common biology content and performance assessment. In addition, students will be required to complete quarterly projects, which may include (but is not limited to) formal laboratory reports, presentations, and portfolios.

This course satisfies component A (laboratory biology) and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Geophysical Science	Course Number:	5L1GS
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Geophysical Science is designed to introduce students to the major concepts of earth and physical science as these disciplines relate to the world around them. It involves the learning of concepts such as properties and processes involved in earth systems.

This course requires students to understand basic earth and physical science concepts, perform investigative laboratory activities, analyze scientific data, and apply physical science principles to real life situations. The course follows an inquiry model of instruction, where students identify prior knowledge, use a concrete model to explore content, reflect on learning, and apply their learning to themselves and their world around them. Emphasis is placed on the ability to use critical thinking skills, laboratory apparatus properly, and to express ideas effectively. Learning through the use of models, hands-on activities, experimentation, and web-based research will be included.

Successful completion of this course will be measured through performance assessments such as tests, quizzes, laboratory portfolio, notebook completion, and research-based projects.

This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Marine Science	Course Number:	5L1MS
Grade(s):	10-12	Credits:	5
Prerequisites:	Biology	Length:	Full Year

Course Description:

Marine Science is designed for those students who want to study the geophysical and living components of the marine ecosystem.

This course requires students to utilize and apply biological and physical theories to one of the most diverse, productive, and interesting biomes on the planet.

Successful completion of this course will be measured through performance assessments of investigative lab activities, tests, classwork, homework, participation, and research projects, as well as a final exam.

This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Microbiology	Course Number:	5L1MB
Grade(s):	10-12	Credits:	5
Prerequisites:	Biology	Length:	Full Year

Course Description:

Microbiology is designed for students who want to acquire knowledge concerning bacteria, viruses, and other microorganisms. Important topics discussed are microorganism structure and life processes, the role of microorganisms in disease, immunological response to microorganisms, and means of controlling microorganisms through cleaning, sterilization, or medical treatment.

This course requires students to understand how bacteria and other microorganisms live, evolve, and infect hosts. Students will perform many experiments where they will apply their newly gained knowledge and utilize aseptic techniques. They will analyze data from their experiments and report the data accurately and concisely, as would be done in an actual lab setting. This course is applicable for students wishing to pursue a career in medicine, research, or culinary arts, or any student wanting to further their scientific knowledge of microbes.

Students will develop skills by completing full experiments from start to finish. It is a hands-on, lab-oriented class. Students will plan experiments, prepare necessary solutions, grow bacterial cultures, investigate different conditions, record and analyze data, make conclusions, and summarize their findings in lab reports.

Successful completion of this course will be measured by unit assessments, completeness of laboratory notebooks, creation of a 10-minute PowerPoint presentation, and a comprehensive final assessment. This course satisfies component C (lab/inquiry based science class), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Course Title:	Physics Hon	Course Number:	5L1PH
Grade(s):	9-12	Credits:	6

Prerequisites:	Biology Algebra (any course) – B or better Advanced Geometry: B or better Geometry: A or better **Incoming freshman: A- or better in Acc. Algebra I 13-15 points on the 8th grade placement rubric and Teacher Recommendation Accelerated Geometry Hon: B or better	Length:	Full Year
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Course Description:
Physics requires students to apply analytical skills, measurement skills, basic algebra operations, simple mathematical calculations, and problem-solving skills while learning the laws of physics.
Students will develop an understanding through problem-solving, using scientific apparatus and instruments, comparing results, analyzing lab results, and interacting with classmates during laboratory investigations. Successful completion of this course will be measured by performance on quizzes, tests, laboratory performance and analysis, classwork, homework, classroom discussions, projects, and a final exam.
This course satisfies component B (environmental science, chemistry, or physics), and accounts for five (5) out of fifteen (15) necessary science credits required for graduation.

Academy of Health Science Careers

This is a predetermined track of classes that supports students that are focused in working in the health-related careers. Currently, Nutley partners with Rutgers University, School of HealthRelated Professions (SHRP) to offer collaborative courses with the opportunity to earn college credit upon meeting requirements of the course and assessments. Students enter the program and progress through coursework that will move them through opportunities to learn about the field of health care, and graduate with distinction from Nutley High School in the HealthRelated Professions Program.

This program requires application in either freshman or sophomore year for admittance as a sophomore or junior. The application and interview process takes place in the late winter/early spring for all students interested. Prerequisite courses include Biology and Algebra as well as Chemistry, which can be taken as a pre-requisite or co-requisite course.

These courses involve a fee of \$100/per course to take the required end of course assessment. Course fees are paid by the student. Students will take the summative assessment from Rutgers University for these courses. Students must obtain a score of 70% or better on the end of course assessment to be eligible for college credit and forward movement in the program.

Students will also be required to Join HOSA (Health Occupation Student Association), a national student organization that provides a unique program of leadership, development, motivation, and recognition exclusively for secondary, postsecondary, collegiate, and adult students enrolled in health science.

The Academy of Health Science Careers application can be found in the Appendix/Forms section of the Program of Studies.

Course Title:	Leadership and Dynamics in Health Care Honors	Course Number:	5L1LD
Grade(s):	10-12	Credits:	5
Prerequisites:	Interview with Academy of Health Science Faculty	Length:	Full Year

Course Description:

Introduction to Leadership and Dynamics of Health Care in Society

During this semester, students will also be introduced to HOSA (Health Occupation Student Association) and develop a leadership structure.

Dynamics of Health Care in Society is an orientation to health care and delivery, from an interdisciplinary perspective, with a focus on process skills to include critical thinking, ethical reasoning, effective communication, and self-directed learning abilities. The professional competencies stress application to general issues and topics common to all health care providers. Emphasis is placed on the role of the health care practitioner as both provider and consumer of health care services.

This course requires participation in the Rutgers Allied Health Collaborative Program and involves a fee of \$100 to take the required end of course assessment.

The number of credits listed here in the Program of Studies are those to be earned locally at NHS towards a NJ High School Diploma and does not necessarily reflect the equivalent credit weight at Rutgers University.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Emergency and Clinical Care/Fundamentals of Health and Wellness Honors	Course Number:	5L2EF
Grade(s):	12	Credits:	5
Prerequisites:	Enrolled in the Academy of Health Science Careers	Length:	Full Year

Course Description:

Emergency and Clinical Care

Emergency and Clinical Care is a course that describes how to respond to emergencies before medical help arrives. The course is designed to give the student the knowledge of how to recognize and respond to an emergency. The intent of the course is to help the student feel more confident in his/her ability to act appropriately in the event of an emergency. Student are prepared to 1) obtain a patient medical history, 2) take and record vital signs relative to medical/dental treatment, and 3) acquire cardiopulmonary resuscitation certification.

Fundamentals of Health and Wellness

This course provides a comprehensive overview of health and wellness. The impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social and environmental. The course will explore topics related to nutrition, physical fitness, stress management, disease prevention, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on self-responsibility.

These courses involve a fee of \$100/per course to take the required end of course assessment. There are TWO courses involved in this sequence. It will cost \$200 to take all required assessments for this course coupling.

The number of credits listed here in the Program of Studies are those to be earned locally at NHS towards a NJ High School Diploma and does not necessarily reflect the equivalent credit weight at Rutgers University.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Medical Math and Medical Terminology Honors	Course Number:	5L2MT
Grade(s):	11-12	Credits:	5.0
Prerequisites:	Enrolled in the Academy of Health Science Careers	Length:	Full Year

Course Description:

Medical Terminology

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

Medical Math

This course is designed to provide students with a basic understanding of what clinical research is and the scientific principles on which it is based. The course starts with a historical perspective on clinical research and then goes on to explore in detail the following topics: purpose and phases of clinical research, clinical trial development and conduct, ethical and regulatory implications, and the roles and responsibilities of all parties involved in clinical research.

For this course, there is only ONE assessment, for \$100, in Medical Terminology, that students will take in the WINTER testing session. The Medical Mathematics assessment has been discontinued, making Medical Terminology the only course eligible for college credits. Students will take the full course, consisting of Medical Math and Medical Terminology, but the Medical Math portion of the course will be for local, NHS credits, only.

The number of credits listed here in the Program of Studies are those to be earned locally at NHS towards a NJ High School Diploma and does not necessarily reflect the equivalent credit weight at Rutgers University.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Nutrition Honors	Course Number:	5L2NU
Grade(s):	11-12	Credits:	5.0
Prerequisites:	Enrolled in the Academy of Health Science Careers	Length:	Full Year

Course Description:

Nutrition outlines the relationship of diet, lifestyle, and the prevention of disease. An overview of the digestion, absorption, and metabolism of protein, carbohydrates, fat, vitamins, and minerals is provided. Nutrition needs at various stages of the lifespan are stressed. Applying the science of nutrition to your life including needs for fitness and physical activity, evaluating nutrition claims, food labeling, and other consumer concerns are emphasized.

This course requires involves a fee of \$100 to take the required end of course assessment.

The number of credits listed here in the Program of Studies are those to be earned locally at NHS towards a NJ High School Diploma and does not necessarily reflect the equivalent credit weight at Rutgers University.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Social Studies

Department Description

The goal of the social studies department is as old as the American experiment in public education, in that it seeks to educate future citizens for effective participation in our democracy. To this end, the department offers a multi-level program in American history that fulfills the two-year state requirement in this field. Recognizing that the decisions taken by our citizens affect the rest of the world, the department also offers a study of world history that satisfies the state requirement of five credits in global studies. With a world to explore, the department seeks to make the past come alive through, *Modern European History, Military History, Latin American History, or History Through Film*. Exposure to the contemporary social sciences can be obtained by enrolling in *Sociology, Macroeconomics, The American Experiment, Holocaust and Genocide Studies Honors, Introduction to Criminal Justice, Police and the Community, and Current American and Global Perspectives*. Students wishing to gain Advanced Placement credits for college can attempt to do so by taking *AP United States History, AP Government and Politics, AP Macroeconomics, and/or AP Human Geography*. Dual enrollment opportunities are also available via partnerships with Seton Hall or Kean University for a number of social studies courses.

Course Descriptions

Course Title:	World History	Course Number:	6L1WH
Grade(s):	9	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

World History aims to provide students with the knowledge and skills necessary to serve as effective and informed citizens of the United States and the global community.

This course requires students to utilize the social sciences of geography, history, economics and political science to analyze the factors contributing to the creation of the modern world, and to articulate informed positions on contemporary issues. Students will also be expected to evaluate the historical record for bias and competing cultural perspectives. The year A.D. 1300 will serve as the approximate start of the chronological study. This study will build upon the concepts of core regions and multiple causation of historical events.

Students will build or develop skills through spatial analysis of geographic information, the interpretation of documents and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations.

Successful completion of this course will be measured by projects, presentations, tests, and research papers.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, five (5) of which must be in world history.

Course Title:	World History Honors	Course Number:	6L1WH
Grade(s):	9	Credits:	5
Prerequisites:	Advanced proficiency on Common Assessments and Teacher Recommendation	Length:	Full Year

Course Description:

World History Honors aims to provide students with the knowledge and skills necessary to serve as effective and informed citizens of the United States and the global community.

This course requires students to utilize the social sciences of geography, history, economics and political science to analyze the factors contributing to the creation of the modern world, and to articulate informed positions on contemporary issues. Students will also be expected to evaluate the historical record for bias and competing cultural perspectives. The year AD 1300 will serve as the approximate start of the chronological study. This study will build upon the concepts of core regions and multiple causation of historical events. An introduction to the problems of historiography will provide the context for the evaluation of different interpretations by historians.

Students will develop skills through spatial analysis of geographic information, the interpretation of documents and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations.

Successful completion of this course will be measured by projects, presentations, tests, document-based questions, and research papers.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, five (5) of which must be in world history.

Course Title:	US History I	Course Number:	6L1UH
Grade(s):	10	Credits:	5
Prerequisites:	World History or World History Honors	Length:	Full Year

Course Description:

United States History I is designed to provide students with the necessary knowledge and skills to serve as active and informed citizens of a vibrant American democracy.

This course requires students to develop a working historical knowledge of the origins of the American Republic by offering differing, scholarly versions of the American founding and the impact that changing conceptions of freedom had on our nation's development. Changing perspectives on the Constitution concurrent and the expansion and denial of freedom within an ever more diverse population will serve as organizing concepts for the course. Students will also utilize the social sciences of economics, political science, and geography to inform their analysis of the founding and expansion of the American nation. The course will commence with the "collision of three worlds" and conclude with the study of modern America during the 1920s.

Students will develop skills through the interpretation of documents, data, and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations. Students will also utilize geography skills to analyze the transformation of core regions and the importance of movement in the growth of the American nation.

Successful completion of this course will be measured by projects, presentations, tests, document-based questions, and research papers. The completion of a formal research paper is expected.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, specifically satisfaction of the requirement of two years of study of American history.

Course Title:	US History I Honors	Course Number:	6L1UH
Grade(s):	10	Credits:	5

Prerequisites:	World History – A World History Honors – B+ or better and/or Teacher Recommendation.	Length:	Full Year
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Course Description:
US History I Honors is designed to provide students with the necessary knowledge and skills to serve as active and informed citizens of a vibrant American democracy.
This course requires students to develop a working historical knowledge of the origins of the American Republic by offering differing, scholarly versions of the American founding and the impact that changing conceptions of freedom had on our nation's development. In addition, the honors program will serve as the first year of study for AP United States History, and develop the concepts and analytical skills required for success on the AP exam. Changing perspectives on the Constitution and the concurrent expansion and denial of freedom within an ever more diverse population will serve as organizing concepts for the course.
Students will also utilize the social sciences of economics, political science, and geography to inform their analysis of the founding and expansion of the American nation. The course will commence with the “collision of three worlds” and conclude with the study of modern America in the 1920s.
Students will develop skills through the interpretation of documents, data, and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations. Careful attention will be given to the detection of perspective and bias in documents, and to the understanding of the basic principles of historiography. Students will also utilize geography skills to analyze the transformation of core regions and the importance of movement in the growth of the American nation.
Successful completion of this course will be measured by projects, presentations, tests, document-based questions, and research papers. The completion of a formal research paper and/or book review each marking period is required.
This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, specifically satisfaction of the requirement of two years of study of American history.

Course Title:	United States History II	Course Number:	6L2UH
Grade(s):	11	Credits:	5
Prerequisites:	United States History I	Length:	Full Year

Course Description:
United States History II is designed to provide students with the necessary knowledge and skills to serve as active and informed citizens of a vibrant American democracy.

This course requires students to develop a working historical knowledge of modern America and the transformation of the nation into a global power. Changing perspectives on the Constitution and the concurrent expansion and denial of freedom within an ever more diverse population will serve as organizing concepts for the course.

Students will utilize relevant concepts from the social sciences of economics, political science, and geography as they analyze the expansion of civil and economic rights, and the role of the United States in global affairs. The course will commence with the crisis of the Great Depression economy and conclude with the contemporary era.

Students will develop skills through the interpretation of documents, data, and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations. Students will also utilize geography skills to analyze the transformation of core regions and the importance of movement in the growth of the American nation.

Successful completion of this course will be measured by projects, presentations, tests, document-based questions, and research papers. The completion of a formal research paper is expected.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, specifically satisfaction of the requirement of two years of study of American history.

Course Title:	US History II Honors	Course Number:	6L2UH
Grade(s):	11	Credits:	5
Prerequisites:	US History – A US History I Honors – B+ or better and/or Teacher Recommendation	Length:	Full Year

Course Description:

United States History II Honors is designed to provide students with the necessary knowledge and skills to serve as active and informed citizens of a vibrant American democracy.

This course requires students to develop a working historical knowledge of modern America and the transformation of the nation into a global power. Changing perspectives on the Constitution and the concurrent expansion and denial of freedom within an ever more diverse population will serve as organizing concepts for the course. Students will utilize relevant concepts from the social sciences of economics, political science, and geography as they analyze the expansion of civil and economic rights, and the role of the United States in global affairs. Careful attention will be given to the principles of historiography and the identification of perspective and bias in historical works. The course will commence with the crisis of the Great Depression and conclude with the contemporary era.

Students will develop skills through the interpretation of documents, data, and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations. Students will also utilize geography skills to analyze the transformation of core regions and the importance of movement in the growth of the American nation.

Successful completion of this course will be measured by projects, presentations, tests, document-based questions, and research papers. The completion of a formal research paper and/or book review each marking period is required.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, specifically satisfaction of the requirement of two years of study of American history.

Course Title:	AP United States History	Course Number:	6L4UH
Grade(s):	11	Credits:	5
Prerequisites:	United States History I Honors – B+ or better, Performance on US History I Honors Common Assessments, AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP United States History is designed to provide students with the necessary knowledge and skills to serve as active and informed citizens of a vibrant American democracy and to help them prepare for the AP United States History examination.

This course requires students to develop a working historical knowledge of modern America and the transformation of the nation into a global power. Changing perspectives on the Constitution and the concurrent expansion and denial of freedom within an ever more diverse population will serve as organizing concepts for the course. Students will utilize relevant concepts from the social sciences of economics, political science, and geography as they analyze the expansion of civil and economic rights, and the role of the United States in global affairs. Careful attention will be given to the principles of historiography and the identification of perspective and bias in historical works. Students are expected to become proficient in the interpretation of primary source documents in preparation for the document-based questions (DBQ) section of the AP exam. The course will commence with the development of an urban, industrial economy, and conclude with the contemporary era. A review of the content from United States History I Honors will be provided prior to the AP examination.

Students will develop skills through the interpretation of documents and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations. Students will also utilize geography skills to analyze the transformation of core regions and the importance of movement in the growth of the American nation.

Successful completion of this course will be measured by projects, presentations, tests, DBQs, and research papers. The completion of a formal research paper and/or book review each marking period is required. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course can be counted in partial fulfillment of the state-mandated fifteen (15) credits of social studies, specifically satisfaction of the requirement of two years of study of American history. Students are required to take the AP exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	Contemporary World Perspectives	Course Number:	6L1WP
Grade(s):	11-12	Credits:	2.5
Prerequisites:	Must be taken paired with Contemporary American Perspectives	Length:	Half Year

Course Description:

Students will examine various dynamic issues facing today's world, whether as a citizen of the as a member of the world community. Students will employ social studies skills to analyze events and develop their worldviews. This examination will enable to them to discover their values and responsibilities as citizens in that society. Major social, cultural, political, and economic issues facing the contemporary world will be highlighted in this course. Students and faculty will work to address social and personal issues in an academic manner and participate in activities that enhance the quality of human life and prepare students for the responsibilities of global citizenship.

Students will develop skills through the interpretation of primary source documents and images, the reading of important historical works, debating issues, and the exploration of digital resources.

Successful completion of this course will be measured by tests, quizzes, projects, presentations, debates, and research papers.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Contemporary American Perspectives	Course Number:	6L1WP
Grade(s):	11-12	Credits:	2.5
Prerequisites:	Must be taken paired with Contemporary World Perspectives	Length:	Half Year

Course Description:

Students will examine various dynamic issues facing today's world, as a citizen of the United States. Students will employ social studies skills to analyze events and develop their worldviews. This examination will enable them to discover their values and responsibilities as citizens in that society. Major social, cultural, political, and economic issues in contemporary America will be highlighted in this course. Students and faculty will work to address social and personal issues in an academic manner and participate in activities that enhance the quality of human life and prepare students for the responsibilities of global citizenship.

Students will develop skills through the interpretation of primary source documents and images, the reading of important historical works, debating issues, and the exploration of digital resources.

Successful completion of this course will be measured by tests, quizzes, projects, presentations, debates, and research papers.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Military History	Course Number:	6L1MH
Grade(s):	10-12	Credits:	2.5
Prerequisites:	Must be taken paired with History Through Film	Length:	Half Year

Course Description:

In this course students will survey World and American history through the lens of conflict and military tactics. Beginning with ancient times and continuing through modern times, students will study the basic causes of conflict and apply these continuities to specific conflicts through history. Students will explore the evolution of military technology, tactics, and strategy, as well as the political, social, and economic factors that shaped both World and American military history.

Students will develop skills through the interpretation of primary source documents and images, the reading of important historical works, debating issues, and the exploration of digital resources.

Successful completion of this course will be measured by tests, quizzes, projects, presentations, debates, and research papers.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Modern European History	Course Number:	6L1ME
Grade(s):	10-12	Credits:	2.5
Prerequisites:	Must take paired with Latin American History	Length:	Half Year

Course Description:

Modern European History is designed for students who want to explore the foundations of modern Western civilization and culture and how this dynamic tradition has shaped modern history and the contemporary world. The course will focus on the profound transformations in Europe that led the rise of revolutionary movements and nationalism, Europe's continued influence around the globe, two world wars, and the problem of totalitarianism during the twentieth century. The first half of the course will conclude with an examination of Europe in the world today.

Students will develop skills through the interpretation of primary source documents and images, the reading of important historical works, debating issues, and the exploration of digital resources.

Successful completion of this course will be measured by tests, quizzes, projects, presentations, debates, and research papers.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	AP Government and Politics	Course Number:	6L1GP
Grade(s):	11-12	Credits:	5
Prerequisites:	B+ in the previous honors history course and/or teacher recommendation from a regular level course AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Government and Politics is designed for students who want to develop the skills necessary to analyze and critique the institutions and processes of contemporary American government and to prepare for the AP Government and Politics examination.

This course requires students to acquire college-level knowledge of the theoretical and constitutional foundations of American government, as well as the dynamics of the contemporary political process. The course will focus upon the institutions of American government, as well as political behaviors and the electoral process. Careful attention will be given to both formal and informal institutions of contemporary politics. Students will be expected to analyze important judicial decisions, and to apply these decisions to their comprehension of evolving perspectives on the nature of the Constitution and the role of government, as well as the denial and expansion of freedom during various eras in American history. The course is designed to provide students with the requisite knowledge and analytical skills to pass the AP Government and Politics examination.

Students will develop skills through the analysis of documents, charts, data and court decisions, the creation of budgets, model government hearings and institutions, debates, presentations, projects, the composition of research and position papers, and field studies, as appropriate.

Successful completion of this course will be measured by assessment of model government activities and debates, tests, projects, presentations, and research and position papers. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course can be counted in partial fulfillment of the 130 total credits required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	Latin American History	Course Number:	6L1LA
Grade(s):	10-12	Credits:	2.5
Prerequisites:	Must be taken paired with Modern European History	Length:	Half Year

Course Description:

Latin American History aims to provide students with the knowledge and skills necessary to serve as effective and informed citizens of the United States and the global community.

This course is an interdisciplinary survey of Latin American civilization from early civilizations to the present, emphasizing the events, ideas, and institutions that have shaped, influenced, and defined Latin America's place in the world. Students will combine language coursework acquired either through a heritage course or as a native Spanish speaker with the social sciences of geography, history, economics, and political science to analyze the factors contributing to the creation of the modern world and to articulate informed positions on contemporary issues.

Students will develop skills in researching and exploring historical contexts through authentic resources, sometimes in Spanish and through spatial analysis of geographic information, the interpretation of documents and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate research papers, projects, and class presentations.

Successful completion of this course will be measured by projects, presentations, tests, document-based questions, and research papers.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	History Through Film	Course Number:	6L1HF
Grade(s):	10-12	Credits:	2.5
Prerequisites:	Must be taken paired with Military History	Length:	Half Year

Course Description:

History Through Film aims to provide students with the knowledge and skills necessary to serve as effective and informed citizens of the United States and the global community.

The History Through Film course will use film to approach the history of the United States through major historical periods from the American Revolution to present day. Students will explore these historical topics and periods using films, outside readings, lectures and class discussions. They will explore the validity of films as historical resources. This course treats films as texts deserving the same skills of critical thinking and analysis as other sources used within history courses. The class is designed to reveal that some films are valid historical sources, offering a glimpse into the social, political and cultural landscape in which it was created; and some films are affected by creative license, the agenda of the filmmaker, and other factors that compromise their validity as historical sources.

Students will develop skills in researching and exploring historical contexts through authentic resources, the analysis of films, the interpretation of documents and other historical sources, researching historical events and contemporary issues, and communicating this information in appropriate papers, projects, and class presentations.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Introduction to Criminal Justice	Course Number:	6L1CJ
Grade(s):	10-12	Credits:	2.5
Prerequisites:	Must be taken paired with The American Experiment	Length:	Half Year

Course Description:

This course provides a brief overview of the American legal system, exploring the development of criminal law in American society. The role of the courts and law enforcement in American society will be a recurring theme.

Criminal Justice students will cover the rights of the accused, law enforcement practices, adjudication in the federal and State of New Jersey court systems, and incarceration and corrections. Students will develop a comprehensive understanding of the U.S. Criminal Justice System and explore the basic concepts of criminal law and the criminal justice process. Students will explore career opportunities in the Criminal Justice System and learn what is required to maintain law and order in our society.

As frequently as possible, this course will leverage community resources to provide students with an experiential investigation of course topics.

Successful completion of this course will be measured by projects, presentations, tests, practical experiences, and research papers.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	Criminal Justice II: Police and the Community	Course Number:	6L1PC
Grade(s):	10-12	Credits:	2.5
Prerequisites:	Must be taken paired with NJ and Local History	Length:	Half Year

Course Description:

Building upon the foundational principles established in Criminal Justice I, this advanced course delves deeper into the multifaceted world of criminal justice. Criminal Justice II explores the intricate dynamics of the legal system, law enforcement, and the broader criminal justice system. Students will engage in critical analysis, ethical considerations, and practical applications as they navigate through the complexities of modern criminal justice.

Topics focusing on criminal procedures, including an in-depth study of the Fourth, Fifth, and Sixth Amendments, while examining landmark Supreme Court decisions shaping criminal procedures. Students will be tasked with analyzing contemporary law enforcement methodologies, including the exploration of community policing, predictive policing, and the use of force policies.

A comprehensive study of the juvenile justice system and its unique challenges, along with an examination of interventions for juvenile offenders will be explored. Students will be introduced to the world of cybercrime, digital forensics, and cybersecurity measures, connecting the application of technology to the criminal justice system.

A final analysis of emerging issues discussing the contemporary challenges and trends, including the impact of societal changes on the justice system.

The course employs a variety of instructional methods, including case studies, guest lectures from criminal justice professionals, simulations, and group projects. Students will have the opportunity to apply theoretical knowledge to real-world scenarios, fostering a comprehensive understanding of the challenges and responsibilities within the criminal justice system.

This course can be counted in partial fulfillment of the 130 total credits required for graduation

Course Title:	Holocaust and Genocide Studies Honors	Course Number:	6L1HO
Grade(s):	10-12	Credits:	5
Prerequisites:	B or better in previous history course.	Length:	Full Year

Course Description:

Holocaust and Genocide Studies aims to provide students with the knowledge and skills necessary to serve as effective and informed citizens of the United States and the global community, and to support the ideals of human rights and tolerance.

This course will explore not only the events of the Holocaust and other historical genocides, but also probe the causes underlying these atrocities. Attention will be given to the obstacles to a more tolerant global society, and to the means by which human rights may be protected and extended. Students will be expected to utilize the critical thinking skills of the historian as well as the perspectives of the other social sciences to investigate the causes of intolerance, hate, and genocide, as well as the social, economic, and legal foundations of human rights.

Students will develop skills through the interpretation of documents and other historical sources, researching historical events and contemporary issues, spatial analysis of geographic information, comparison and critique of social science theories, and by communicating this information in appropriate research papers, projects, and class presentations.

Successful completion of this course will be measured by projects, presentations, tests, document-based questions, and research papers.

Nutley partners with Kean University's Holocaust Resource Center to offer Holocaust and Genocide Studies as a dual enrollment course. Nutley High School students have the option to earn credits from Kean University upon completion of this course. Please be aware that a fee may be associated with the dual enrollment request.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	AP Human Geography	Course Number:	6L1HG
Grade(s):	11-12	Credits:	5
Prerequisites:	B+ in the previous honors history course and/or teacher recommendation from a regular level course AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Human Geography is designed for students who want to acquire a first-year college level content knowledge of Human Geography and the interactions of humans with their environments, as well as the skills necessary to pass the AP Human Geography examination.

This course requires students to focus on the distribution, processes, and effects of human populations on a global scale. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the context of both the United States and New Jersey. Digital and Internet activities and Geographic Information Systems/Global Positioning Systems (GIS/GPS) technology will be used to augment the student learning experience. Field

studies will also be incorporated as appropriate to reinforce the comprehension of key Human Geography concepts.

Students will develop skills through the use of GIS and data analysis, field studies, mapping projects, readings, and the interpretation of documents and images.

Successful completion of this course will be measured by tests, quizzes, projects, maps, presentations, and research papers, as appropriate. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course can be counted in partial fulfillment of the 130 total credits required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Course Title:	Macroeconomics	Course Number:	6L1EM
Grade(s):	11-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Macroeconomics is designed for students who want to develop an introductory knowledge of the theory and principles of economics that affect the American economy.

This course requires students to develop the basic skills and concepts of economic analysis. The course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and the global economy. Contrary to its reputation as the "dismal science", Macroeconomics offers an exciting perspective on the choices that Americans make every day, and on the economic forces that affect our society. Specific case studies are utilized as appropriate, enabling students to access and utilize economic data in a variety of formats.

Students will develop skills through the economic analysis of charts, data, documents, and digital resources. This analysis will be informed by concepts and data derived from the social science disciplines of political science, geography, and history.

Successful completion of this course will be measured by tests, quizzes, student presentations, collaborative projects, and research papers, as appropriate.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	AP Macroeconomics	Course Number:	6L1EM
Grade(s):	11-12	Credits:	5

Prerequisites:	Previous History Honors – B+ or better and/or teacher recommendation from a regular level course AP Recommendation Form and an Interview	Length:	Full Year
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Course Description:	AP Macroeconomics is designed for students who want to develop a first-year college level knowledge of the theory and principles of economics that affect the American economy and to prepare for the AP Macroeconomics examination. This course requires students to develop the basic skills and concepts of economic analysis. The primary focus of the course will be upon macroeconomics with special emphasis on basic economic concepts such as scarcity, supply and demand, specialization and comparative advantage, opportunity costs, national income and price determination, economic performance measures, factors affecting economic growth, and international economics. Contrary to its reputation as the “dismal science”, AP Macroeconomics offers an exciting perspective on the choices that Americans make every day and on the economic forces that affect our society. Specific case studies are utilized as appropriate, enabling students to access and utilize economic data in a variety of formats. Students will develop skills through the economic analysis of charts, data, documents, and digital resources. This analysis will be informed by concepts and data derived from the social science disciplines of political science, geography, and history. Successful completion of this course will be measured by tests, quizzes, student presentations, collaborative projects, and research papers, as appropriate. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor. This course can be counted in partial fulfillment of the 130 total credits required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student’s transcript. Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at https://www.nutleyschools.org/schools/nhs/projectacceleration .
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Course Title:	The American Experiment	Course Number:	6L1RA
Grade(s):	10-12	Credits:	2.5
Prerequisites:	Must be taken paired with NJ and Local History	Length:	Half Year

Course Description:

The American Experiment aims to provide students with the knowledge and skills necessary to serve as effective and informed citizens of the United States and the global community, and to contribute to the creation and maintenance of a more just and equitable society.

It is impossible to examine the history of the United States without confronting the issue of race. Any discussion of equity and American ideals must eventually address this subject. This course will approach the issue of race in American from a variety of social science perspectives.

Students will examine the social constructs of race, and how it has affected the nation's politics, economy, geography, and economy throughout American history. Students will also investigate the dynamics of contemporary race relations and the effect of race on the realization of American ideals.

Students will develop skills through data analysis, spatial analysis of geographic information, the interpretation of documents and other historical sources, researching historical events and contemporary issues, comparing and critiquing social science theories, and communicating this information in appropriate research papers, projects, and class presentations.

Successful completion of this course will be measured by projects, presentations, tests, document-based questions, and research papers.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Sociology	Course Number:	6L1SO
Grade(s):	11-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Sociology is designed for students who want to obtain an introductory knowledge of sociology and to explore contemporary social issues from the perspective of the sociologist.

This course requires that students apply the theories and methods of the sociologist to a study of contemporary issues. These issues will include culture and social norms, marriage and the family, race relations, conformity and deviance, and the influence of environment and heredity on the socialization process. Students will be expected to summarize the theories of important contributors to the field, such as Durkheim and Weber, and utilize these works as they analyze the causes of, and possible solutions to, current social concerns.

Students will develop skills through readings, presentations, case studies, and field work and faculty-guided experiments, as appropriate.

Successful completion of this course will be measured by presentations, debates, research papers, tests, quizzes, and position papers.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>

Course Title:	New Jersey & Local History	Course Number:	6L1NJ
Grade(s):	10-12	Credits:	2.5
Prerequisites:	Must be taken paired with The American Experiment	Length:	Half Year

Course Description:

This course will highlight the social, political, and economic history of our home state. Students will learn about the history of New Jersey, as well as the popular culture that has been attached to the state. The course will address selected topics from New Jersey history from the pre-colonial era through the 20th Century. The history of Nutley will be weaved into the course throughout as it relates to larger statewide developments. Efforts will be made to conduct field trips - virtually or in person - at sites local and possibly throughout the state.

Students will develop skills through readings, presentations, case studies, and field work and faculty-guided experiments, as appropriate.

Successful completion of this course will be measured by presentations, debates, research papers, tests, quizzes, and position papers.

This course can be counted in partial fulfillment of the 130 total credits required for graduation.

Department Description

The programs for special needs students at Nutley High School are designed to serve students with disabilities. The full array and continuum of programs and services in the least restrictive environment are available. Schedules for students are developed by the student, parents, case manager and school counselors to meet individual student needs as prescribed in their Individual Education Program (IEP). Program options include: fully mainstreamed with supplemental aides and services, in class support, replacement instruction, and a self-contained program. The New Jersey Student Learning Standards are addressed in all special education programs. Supplemental services include occupational therapy, physical therapy, and speech therapy. The department also provides a strong transition program with community-based supports for those students who require it.

In-Class Support Program

The Nutley High School in-class support program accommodates students with disabilities within the general education setting. Instruction is based on the New Jersey Student Learning Standards, and differentiated to meet the needs of all learners based on the IEP. There is a shared responsibility between the general education and the special education teacher for lesson planning and ensuring accommodations/modifications are implemented.

Resource Replacement Program

In the Nutley High School resource replacement program, students are instructed in a small group setting. Instruction provides exposure to the New Jersey Student Learning Standards, with a greater focus on the students' individual level of functioning. An individualized approach to instruction is utilized through differentiation of instruction, and guided by the Individualized Education Program (IEP).

Self-Contained Program

The Nutley High School self-contained program is designed to accommodate each student's individual needs with exposure to the New Jersey Student Learning Standards. An individualized approach to instruction will be utilized through differentiation of instruction, and guided by the Individualized Education Program (IEP). In addition, students receive instruction in the areas of daily living, social skills, and transition to adult life. Inclusion and mainstreaming opportunities are available to students. The use of accommodations, modifications and positive supports in a small group as delineated in a student's IEP will be used to enhance instruction.

The Self-Contained Program provides a learning environment for students whose social, emotional, or behavioral needs require highly supportive and supervised special education services throughout the school day. Students in the self-contained program focus their attention on developing skills for meeting academic requirements, improving social interaction, and developing abilities to manage their behaviors within the high school environment. In addition, students will participate in Nutley High School's Community Based Instruction Program (NHS CBI), which is naturally embedded into their school day. Community Based Instruction, (CBI) is a research based practice that is utilized to facilitate the transition to adult life for students with disabilities. These experiences will take place in the community rather than the school building in order to provide students with the opportunity to acquire the skills they need to live in the world today. The goal is to provide a variety of hands on

learning opportunities through educational instruction in naturally occurring community environments. These life skill activities will enhance classroom instruction.

Each self-contained class is taught by a certified special education teacher with the assistance of teacher's aides or paraprofessionals, where applicable. The self-contained program delivers instruction covering a broad range of general education courses and special education courses. Students earn credit toward graduation for each course they successfully complete in the self-contained program.

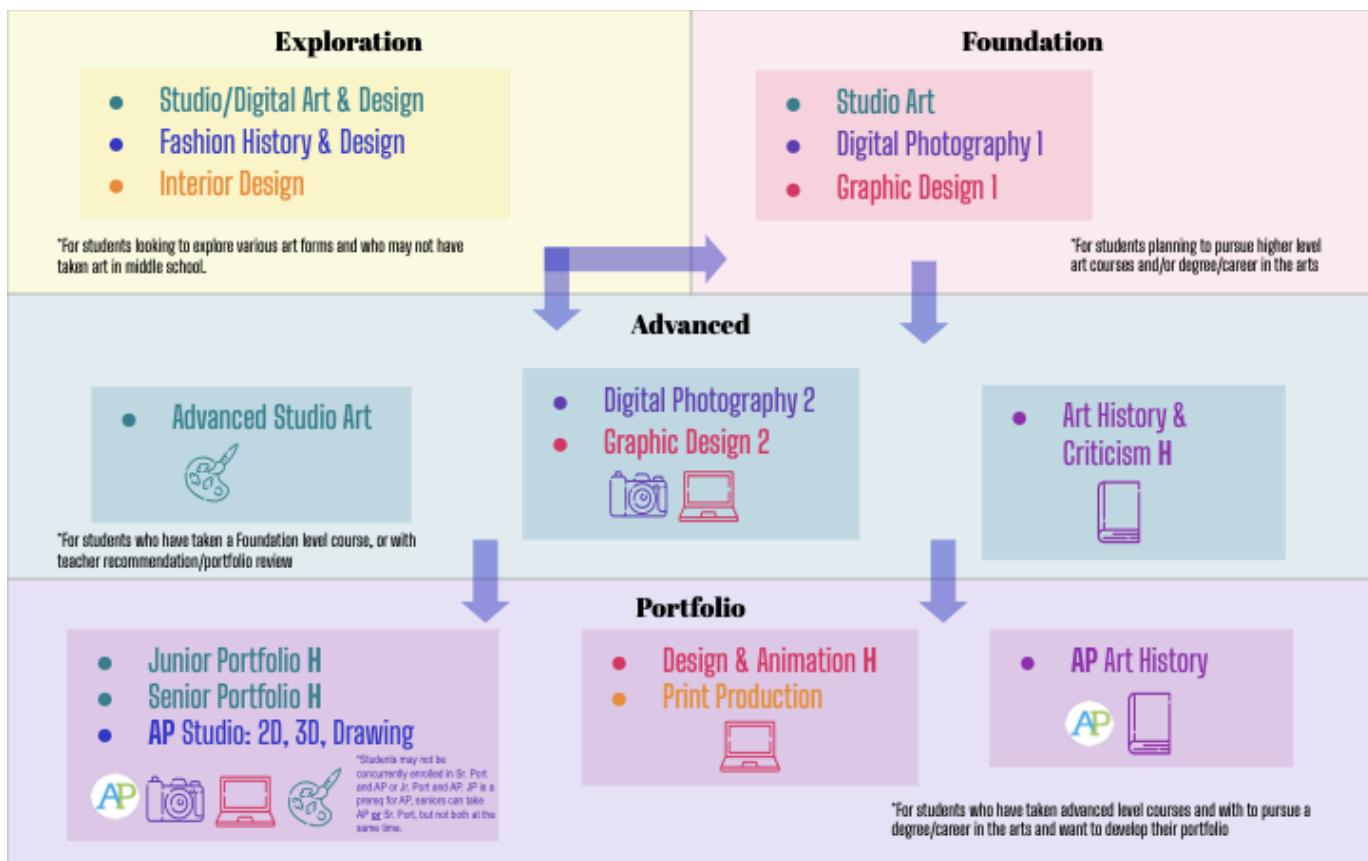
Visual & Performing Arts

Department Description

We believe that Visual Arts are a rendering of the world and one's experience within it. Courses are designed to stimulate and develop creativity by providing a nurturing environment that promotes inquiry and meets the needs and capabilities of the individual. The art program helps develop critical thinking, visual training and techniques of art production, and aesthetic literacy by increasing students' perceptual awareness of art and helps develop their ability to organize, arrange and present work through critical thought. Students leave with an appreciation for cultural diversity and the role of art in their everyday lives.

Course offerings include a comprehensive and sequenced selection of courses for all students interested in all aspects of visual art. Options include four levels of courses: exploration, foundation, advanced, and portfolio. Exploration level courses are designed for students with limited exposure but want to explore various methods of art making. Options include Studio Art & Design, Digital Art & Design, Fashion History & Design and Interior Design. Foundation level courses are designed for students planning to pursue higher level art courses and/or a degree or career in the arts. Options include Studio Art, Digital Photography I, and Graphic Design I. Advanced level courses are for students who have taken exploration or foundation level courses and wish to further their study of art. Options include Advanced Studio Art, Digital Photography II, Graphic Design II, and Art History Honors. Portfolio level courses are for juniors and seniors aspiring to study art in college and require portfolio development as well as continuing to refine their art abilities. Options include Junior Portfolio Honors, Senior Portfolio Honors, AP Studio: 2D, 3D, or Drawing, Design & Animation Honors, Print Production, and AP Art History. Our students participate in and receive honors in numerous art competitions and juried shows. The Art program at Nutley High School provides an opportunity for personal growth and positive character development in every student.

The Music Department at Nutley High School provides students the opportunity to create, perform, critique, and develop an understanding and respect for music in all its forms. Our philosophy is that music is an essential aspect of human existence and music education is therefore a crucial component to the total education of the students at Nutley High School. The performance-based curriculum aims to equip students planning to study music in college with the foundation needed for success, as well as give students with other interests the opportunities only found through music learning and live performance.



Course Descriptions

Exploration Level Courses

Course Title:	Studio Art & Design	Course Number:	1L1SA
Grade(s):	9-12	Credits:	2.5
Prerequisites:	Must be taken with Digital Art & Design	Length:	Half Year

Course Description:

Studio Art & Design is designed for students wanting the opportunity to explore various visual art forms, materials, and techniques. This course examines the elements and principles of art and design through 2D and 3D approaches to creating and responding to visual arts. This course requires students to use and manipulate diverse mediums in art. Students will connect, create, and use these learned life skills. Interdisciplinary connections and careers will be explored. Students will build and develop skills through application of basic elements and principles of art and design. Both observational and fine motor skills will be developed through art and craft production.

Successful completion of this course will be measured through class participation and performance, written and verbal critiques, cooperative learning, leadership capabilities, studio responsibilities, quizzes, tests, and a final portfolio submission.

This course can be counted in fulfillment of the state mandated two and a half (2.5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Digital Art & Design	Course Number:	1L1DA
Grade(s):	9-12	Credits:	2.5
Prerequisites:	Must be taken with Studio Art & Design	Length:	Half Year

Course Description:

Digital Art & Design is designed for students who want to explore the world of digital media. This course will provide a foundational exploration of the elements and art and principles of design through the lens of 21st Century computer application using Adobe Creative Suite. This course requires students to identify, explore, and apply functions of the Mac Operating System including iPhoto and iMovie as well as Adobe Creative Suite software programs including Photoshop, Illustrator, InDesign, and Bridge. Students will discuss and employ commercial and personal applications of digital media as well as generate and evaluate a personal portfolio of digital artwork.

Students will develop skills through application of course content by way of hands-on demonstrations, classroom discussions, photo taking opportunities, and individual project-based outcomes.

Successful completion of this course will be measured by class participation, lab work, quizzes, and a final portfolio submission.

This course can be counted in fulfillment of the state-mandated two and a half (2.5) credits for the Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Fashion History & Design	Course Number:	1L1FD
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

This course is designed for students who are interested in art or fashion design as a career path. The course will trace the history of fashion design and the way that various themes have been interpreted from different time periods and cultures. Students will explore trends and garments from history using visual and contextual analysis; compare them to contemporary trends; and explore the social, cultural, and political aspects of fashion design. Students will also create their own unique ideas based on historical elements through reading, writing, research, fashion sketching, and illustration.

The course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Interior Design Studio	Course Number:	1L1ID
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Create interior environments for homes, hotels, restaurants, banks, and hospitals. Investigate career paths in design, architecture, freelance designers, drafters, and renderers. You will learn various drawing techniques and color theory. Students will focus on creating an aesthetically pleasing interior space. Students will explore floor plans, elevations, furniture plans, and presentation techniques will be addressed as they work on their own interior layouts. Students will create projects for specific clients including floor plans, elevations, colored renderings, textures, textile, and furniture samples.

The course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Foundation Level Courses

Course Title:	Studio Art	Course Number:	1L2SA
Grade(s):	9-12	Credits:	5
Prerequisites:	Any Exploration level art courses (Studio Art & Design, Digital Art & Design, Fashion History & Design, Interior Design) or Teacher Recommendation with the 7 th and/or 8 th grade art sequence or Approval through portfolio submission and review	Length:	Full Year

Course Description:

Studio Art is designed for students who want the opportunity to further develop their artistic skills through the use of advanced concepts and processes. This course builds upon the exploration level foundation of art studies through the elements and principles of design, drawing, painting, printmaking, and sculpture.

This course requires students to explore, apply, and demonstrate various art processes and procedures through a wide range of art mediums and experiences. Students will investigate new mediums and techniques while focusing on compositional elements of design. Studio Art students will further experiment and create with specific mediums as well as subject matter to create a more in-depth development of personal style throughout the course. Students will develop skills through the application of course content by way of hands-on demonstrations, college presentations, classroom discussions and critiques, art making experiences, and both individual and group projects.

Successful completion of this course will be measured through art production and growth, written and verbal critiques, sketchbook development, class participation, and a final portfolio submission.

This course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Digital Photography I	Course Number:	1L1DP
Grade(s):	10-12	Credits:	5
Prerequisites:	None Studio Art & Design/Digital Art & Design Recommended	Length:	Full Year

Course Description:

Digital Photography I is designed for students who want to explore the world of digital photography. This course provides an introduction to the technology that is catapulting the photographic and design world into the 21st Century.

This course requires students to identify, explore, and apply functions of a digital camera, photography equipment and Adobe Creative Suite software programs. Students will discuss and employ commercial and personal applications of digital photography as well as generate and evaluate a personal portfolio of digital artwork.

Students will develop skills through application of course content by way of hands-on demonstrations, classroom discussions, photo taking opportunities, and individual project-based outcomes.

Successful completion of this course will be measured by class participation, lab work, quizzes, and a final portfolio submission.

This course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Graphic Design I	Course Number:	1L1GD
Grade(s):	10-12	Credits:	5
Prerequisites:	Studio Art & Design/Digital Art & Design and/or teacher recommendation	Length:	Full Year

Course Description:

Graphic Design is a course in which students will develop their ability to communicate ideas through a variety of graphic and digital media. Using the Adobe Suite, Photoshop, and InDesign, students learn the basics of graphic design in preparation for original art combining typography, page layout, and integrated graphic elements. Instruction will be given in the following areas:

Elements of art and principles of design; mechanical and computer design methods; printmaking; finishing of graphic products; and historical and cultural development of graphics, advertising, and the printing industries.

The course will provide opportunities for students to engage in relevant 21st century problem solving skills, organizing ideas, creating meaning in their original work, public speaking, and the ability to work ideas into new and useful creations.

Successful completion of this course will be measured through monthly photographic theme submissions, various photo shoots, lab work assignments, class participation, portfolio design, and a final portfolio submission.

This course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Advanced Level Courses

Course Title:	Advanced Studio Art	Course Number:	1L3SA
Grade(s):	10-12	Credits:	5
Prerequisites:	Any previous art class at Nutley High School AND Teacher Recommendation	Length:	Full Year

Course Description:

Advanced Studio Art is designed for students who have been exposed to a comprehensive use of media and techniques while developing personal and visual concentrations in their work. This course is built around a greater flexibility and fluent use of the elements of art and principles of design, color, theory, and vocabulary.

This course requires students to develop and employ advanced art processes and techniques through a wide range of art mediums and experiences in their portfolio. Students will analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two- and three-dimensional works of art, reflect upon the outcomes and revise their work; relate art to other disciplines, and discover opportunities for integration.

Students will build and develop art creation skills through hands-on demonstrations, experimentation, college presentations, art exhibitions, classroom critiques, art criticism, and individual portfolio development. Various art processes, procedures, and theories are presented in a problem-solving manner that allows for independent choices and personal solutions to problems.

Successful completion of this course will be measured through art production, written and verbal critiques, class participation, performance, cooperative learning, leadership capabilities, portfolio development, studio responsibilities, and final portfolio submission. This course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation

Course Title:	Digital Photography II	Course Number:	1L2DP
Grade(s):	11-12	Credits:	5

Prerequisites:	Digital Photography I AND Recommendation by Digital/Art Teacher or Portfolio Interview	Length:	Full Year
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Course Description:

Digital Photography II is designed for students who want to expand their skill and knowledge of Digital Photography I by combining camera manipulation and composition with various software programs to become more media literate.

This course requires students to utilize advanced camera settings and composition to understand various themes in photography such as portraits, motion, black and white, macro, and landscape photography. Students will analyze the work of photography masters and apply these techniques to their own work.

Students will develop skills through application of course content using hands-on demonstrations, classroom discussions, research of famous photographers, in-house and offcampus photo shoot opportunities, and group and individual short-term and long-term projects.

Successful completion of this course will be measured through monthly photographic theme submissions, various photo shoots, lab work assignments, class participation, portfolio design, and a final portfolio submission.

This course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Graphic Design II	Course Number:	1L2GD
Grade(s):	11-12	Credits:	5
Prerequisites:	Digital Photography II or Graphic Design I AND Teacher Recommendation	Length:	Full Year

Course Description:

Graphic Design II provides an opportunity for students to explore advanced topics in the elements of art and principles of design, software applications, and printmaking. Students will engage in real world, problem-based graphic design initiative and produce professional quality solutions.

The course will engage students in relevant 21st century problem solving skills, independent learning, organizational skills, public speaking, critique methodology, and writing. Successful completion of this course will be measured through submission and critique of projects, evaluation of photo shoot quality, lab work assignments, class participation, peer collaboration, portfolio design, and final portfolio submission.

This course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Project Acceleration credits are available in conjunction with Seton Hall University. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	Art History & Criticism Honors	Course Number:	1L1AH
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

This course is designed for students who are interested in continuing their studies in the visual arts. An emphasis on composition, form, materials, techniques, and the cultural meanings of artworks will provide students with a deeper and more comprehensive understanding of art as a means to inspire and develop their own artworks.

Students will investigate diverse art and artistic traditions from prehistory to the present from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history.

Art History Honors should be taken before or with the portfolio level courses to further develop their understanding of how art has influenced cultures and society.

Successful completion of this course is measured through active class participation and ongoing formal and informal assessment including: research and writing, application of skills, presentations, and projects.

This course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Project Acceleration credits are available in conjunction with Seton Hall University.

Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Portfolio Level Courses

Course Title:	Junior Portfolio Building Honors	Course Number:	1L3JP
Grade(s):	11-12	Credits:	5
Prerequisites:	Any Advanced level art courses AND Teacher Recommendation	Length:	Full Year

Course Description:

Junior Portfolio enables students to develop a body of work that initiates the portfolio process into their senior year. In addition, this class will allow students to begin a sustained collection of work that they may apply towards the requirements of the AP 2-D Art and Design or Senior Art Studio courses the following year. This course is not only designed for students aspiring to major in art at the college level, but for those who have a passion for art and would like to compile a portfolio to share as part of the college admissions process. It is the intent of this course to provide a comprehensive study of art and design that will challenge students to refine skills and techniques acquired from their previous art experiences while creating a portfolio in their junior year.

Successful completion of this course will be measured through art production, written and verbal critiques, peer review critiques, class participation, performance, studio responsibilities, and a final portfolio submission.

This course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Senior Portfolio Building Honors	Course Number:	1L4SP
Grade(s):	11-12	Credits:	5
Prerequisites:	Any Advanced level art courses AND Teacher Recommendation	Length:	Full Year

Course Description:

This course is designed to provide intense study in art for those students who have a high level of interest in developing their own personal forms of expression and/or are considering pursuing a career in art or art related field. The instruction is on an individual basis and emphasizes the development of portfolio materials necessary for entrance into college and/or professional art school. All facets of the discipline of art are addressed, aesthetics, art history, philosophy, and production.

Successful completion of this course will be measured through art production, written and verbal critiques, peer review critiques, class participation, performance, studio responsibilities, and a final portfolio submission.

This course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	AP Studio Art: Drawing	Course Number:	1A4AD
Grade(s):	11-12	Credits:	5
Prerequisites:	Any Advanced Level Art classes or above AP Recommendation Form AND an Interview	Length:	Full Year

Course Description:

AP Studio Art: Drawing is designed for students who want a learning experience in drawing equivalent to that of an introductory college studio art course. This College Board program is based on the premise that high achieving secondary school students can successfully develop college-level work.

This course requires students to demonstrate and create different approaches to drawing while applying the elements and principles of design (line, shape, color, value, texture and composition) to develop a personal and visual concentration of their work. Students are required to explore a variety of mixed media and drawing techniques in order to develop technical skills and their own personal drawing style.

Students will build and develop skills through art production, art history, art criticism, aesthetics, presentation, community and global culture reflections, art exhibitions and critiques.

Successful completion of this course will be measured through an art portfolio production, written and verbal critiques, peer review critiques, class participation, performance, cooperative learning, studio responsibilities, and a final portfolio submission. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Students are required to submit a portfolio of 24 original art productions along with a written assessment to the state college board for a final examination as part of this course.

Project Acceleration credits are available in conjunction with Seton Hall University. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	AP Studio Art: 2-D	Course Number:	1A4A2
Grade(s):	11-12	Credits:	5
Prerequisites:	Any Advanced Level Art classes or above AP Recommendation Form AND an Interview Digital Photography Recommended	Length:	Full Year

Course Description:

AP Studio Art: 2-D is designed for students who want to have a learning experience in 2-D equivalent to that of an introductory college studio art course. This College Board program is based on the premise that high achieving secondary school students can successfully develop college-level work.

This course requires students demonstrate, implement and create artwork using a wide range of media including digital photography and computer-generated work. Students will explore multiple uses and combinations of mediums to develop a personal, visual concentration of their work. Students will be required to formulate original ideas and construct those ideas visually.

Students will build and develop skills through art production, art history, art criticism, aesthetics, presentation, community and global culture reflections, art exhibitions and critiques. Students will explore multiple uses and combinations of mediums. They will analyze and apply spatial issues with subject matter while they explore art works created by contemporary and professional artists.

Successful completion of this course will be measured through art portfolio production, written and verbal critiques, peer review critiques, class participation, performance, cooperative learning, studio responsibilities, and final portfolio submission. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation. Students are required to take the AP exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Students are required to submit a portfolio of 24 original art productions along with a written assessment to the state college board for a final examination as part of this course.

Project Acceleration credits are available in conjunction with Seton Hall University. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	AP Studio Art: 3-D	Course Number:	1A4A3
Grade(s):	11-12	Credits:	5
Prerequisites:	Any Advanced Level Art classes or above AP Recommendation Form AND an Interview	Length:	Full Year

Course Description:

AP Studio Art: 3-D is designed for students who want to have a learning experience in 3-D equivalent to that of an introductory college studio art course. This College Board program is based on the premise that high achieving secondary school students can successfully develop college-level work.

This course requires students to demonstrate, apply and create artwork using a wide range of 3-D media. Students will explore multiple uses and combinations of mediums to develop a personal, visual concentration with their work. Students will be required to formulate original idea and construct those ideas visually.

Students will build and develop skill through art production, art history, art criticism, aesthetics, presentation, community and global visual culture reflections, art exhibitions and critiques. They will analyze and apply spatial issues with subject matter while they explore art works created by contemporary and professional artists.

Successful completion of this course will be measured through an art portfolio production, written and verbal critiques, peer review critiques, class participation, performance, cooperative learning, studio responsibilities, and a final portfolio submission. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course can be counted in fulfillment of the state mandated five (5) credits of Fine Arts and/or in partial fulfillment of the 130 total credits required for graduation. Students are required to take the AP exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript. Students are required to submit a portfolio of 24 original art productions along with a written assessment to the state college board for a final examination as part of this course.

Project Acceleration credits are available in conjunction with Seton Hall University. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	Design and Animation Honors	Course Number:	1L3DA
Grade(s):	11-12	Credits:	5
Prerequisites:	Digital Photography II or Graphic Design II, Advanced Studio Art; AND Teacher Recommendation	Length:	Full Year

Course Description:

Design and Animation Honors is an advanced level course designed for students to focus on professional level work in the field of digital media and web/app prototyping.

This course requires students to design and market integrated web, print, and interacting campaigns and will require students to apply advanced skills using the MacOS, Creative Suite, and other digital media platforms.

Students will develop skills through application of course content by way of participating in professional design campaigns. Successful completion of this course will be measured through class participation, lab work, quizzes, and a final portfolio submission.

The course will meet five days per week and can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Project Acceleration credits are available in conjunction with Seton Hall University. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	Print Production	Course Number:	1L3PP
Grade(s):	12	Credits:	5
Prerequisites:	Digital Photography II or Graphic Design II or Advanced Studio Art AND Teacher Recommendation	Length:	Full Year

Course Description:
Print Production is a course which allows students to build on Digital Photography II and Graphic Design II by producing materials for the school community. Students will design, publish, and produce materials such as banners, booklets, flyers, and the school yearbook.
Using Adobe Creative Suite students learn the process of creating publications from page design, digital photography coverage, and online and desktop publishing. Additionally, students will manage project and event deadlines to ensure timely delivery of products.
The course will engage students in relevant 21st century problem solving skills, independent learning, organizational skills, project management, critique methodology, and writing.
Successful completion of this course will be measured by class participation, lab work, quizzes, and a final portfolio submission.
The course will meet five days per week and can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	AP Art History	Course Number:	1A1AH
Grade(s):	9-12	Credits:	5
Prerequisites:	Teacher recommendation (Humanities, World History or Art History & Criticism Honors Recommended)	Length:	Full Year

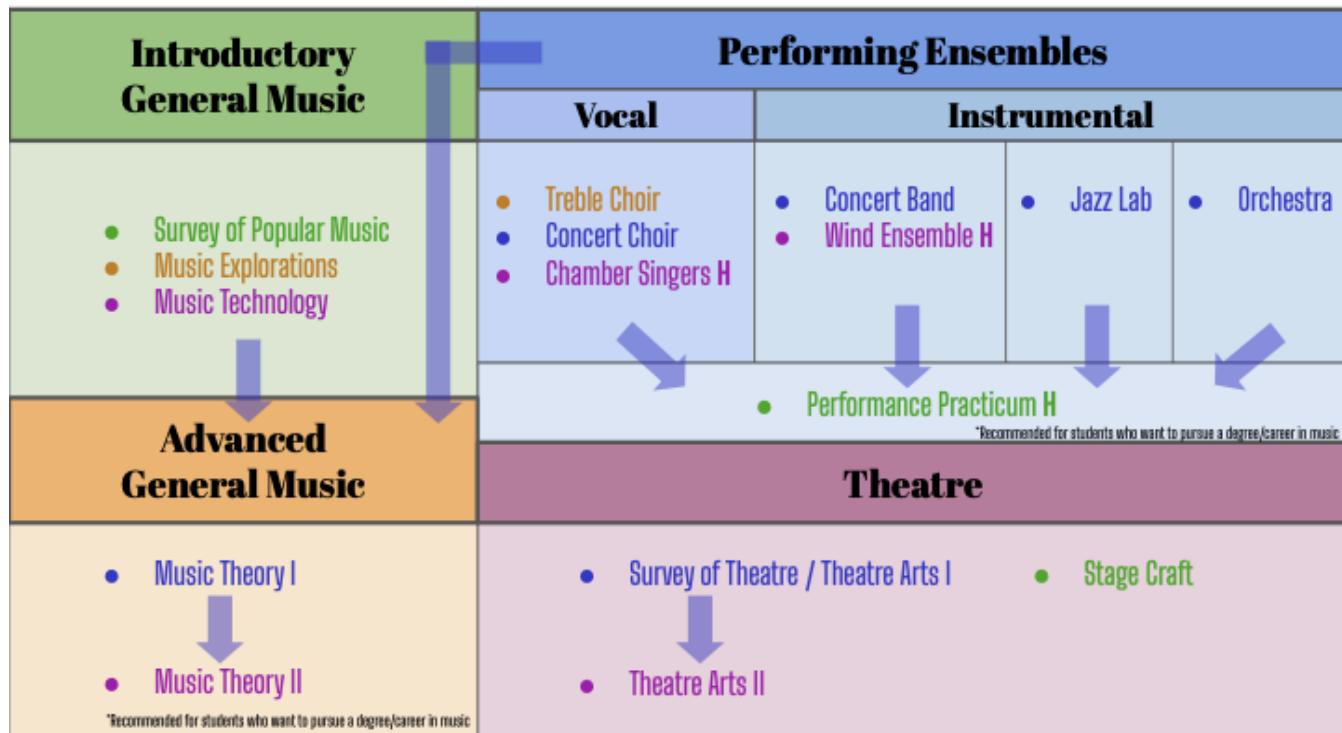
Course Description:
The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. This College Board program is based on the premise that high achieving secondary school students can successfully develop college-level work.
Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history.

Successful completion of this course is measured through active class participation and ongoing formal and informal assessment including: research and writing, application of skills, and presentation.

This course can be counted in fulfillment of the state mandated five (5) credits of Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation. Students are required to take the AP exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Project Acceleration credits are available in conjunction with Seton Hall University. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Music and Theatre



Course Title:	Music Explorations	Course Number:	1M1ME
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Music Explorations is designed for students who want to explore introductory music topics and skills. The course incorporates a survey of music history and style, an introduction to the instrument families, elements of music and various music projects.

Students will build, develop, and apply knowledge through the study of music history, build skills on the elements of music through routine practice and apply these and other skills to music projects and hands-on experiences.

Successful completion of this course is measured through class participation and on-going formal and informal assessments.

This course can be counted in fulfillment of the state mandated five (5) credits of the Visual and Performing Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Music Technology	Course Number:	1L1MT
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Music Technology is designed for students who want to explore music while using computers, synthesizers, samplers, and music notation software to produce and create music. Music Technology will begin with a focus on piano instruction in basic music theory, note reading, music composition, history and piano performance techniques. No prior piano experience is needed. This course provides students with the skills needed to critically listen to music and create their own music. GarageBand is used to teach sampling and synthesis, programming, creating, audio and MIDI recording, editing, and mixing. In addition, other web-based programs will be used to expose students to many forms of music technology. iMovie will be used in collaboration with GarageBand for creating and editing. Students will create and explore with different musical manipulatives such as recording equipment and instruments.

Students will build music literacy skills and apply these and other skills to music technology projects. Students will work independently and collaboratively to create musical projects. Students will be expected to write, edit and critique their work, as well as their peers. Students will be introduced to the music industry and career pathways, while possibly having the opportunity to be introduced to industry professionals in the music industry field. Students will create a digital music portfolio to take with them at the conclusion of the course.

Successful completion of this course is measured through class participation, demonstration or mastery within multiple components of the curriculum, piano performance, submission of projects and on-going formal and informal assessments.

This course can be counted in fulfillment of the state mandated five (5) credits of the Visual and Performing Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Survey of Popular Music	Course Number:	1L1PM
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

This class is a historical survey of Popular and Rock music from the 1950s through the present and has a two-part focus:

- Chronological identification of the various styles of popular music, including stylistic characteristics, musical influences, and the principal artists. (Emphasis on listening and discussion.)
- The identification, articulation, and influences of popular music styles within the context of the major social, political, cultural, economic, and musical trends in American society. (Emphasis on reading, discussion, and research.)

Successful completion of this course is measured through active class participation and ongoing formal and informal assessment including: research and writing, critique, presentation, and composition.

This course can be counted in fulfillment of the state mandated five (5) credits of the Visual and Performing Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Treble Choir	Course Number:	1M1CR
Grade(s):	9-12	Credits:	5
Prerequisites:	Audition and/or Teacher Recommendation	Length:	Full Year

Course Description:

Treble Choir is a vocal ensemble designed for students who want to develop vocal technique, musicianship skills and literacy specific to the treble voices. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

This course requires students to perform with proper vocal technique, understand and apply music theory concepts, analyze and describe the historical and cultural context of music, utilize the expressive qualities of music, and demonstrate an ability to read music and participate in the process of critique.

Students will develop skills through the study, analysis, and performance of treble (soprano & alto) choral repertoire and sight-singing exercises. Successful completion of this course will be measured through class participation, repertoire and sight-singing testing, as well as written and performance assessments. Student participation in performances beyond the regular school day is expected as performances are an indispensable function of the curriculum intended to culminate student core academic learning and provide character-building experiences.

This course can be counted in fulfillment of the state mandated five (5) credits of the Visual and Performing Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

This course also serves as a prerequisite for Concert Choir for all soprano and alto singers.

Course Title:	Concert Choir	Course Number:	1M1CC
Grade(s):	9-12	Credits:	5
Prerequisites:	Audition and/or Teacher Recommendation	Length:	Full Year

Course Description:

Concert Choir is designed for students who want to explore and perform varied and challenging choral repertoire in a large ensemble setting. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

This course requires students to take into account proper vocal production, theory/fundamentals, historical context, musical elements, and appropriate performance practice.

Students will build and develop music skills through the study, analysis and performance of a variety of choral repertoire ranging from the Middle Ages through modern/contemporary works.

Successful completion of this course will be measured through class participation, and part and theory assessment, as well as performance assessments. Student participation in performances beyond the regular school day is expected as performances are an indispensable function of the curriculum intended to culminate student core academic learning and provide character-building experiences.

This course can be counted in fulfillment of the state mandated five (5) credits of the Visual and Performing Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Chamber Singers Honors	Course Number:	1M1CS
Grade(s):	9-12	Credits:	5
Prerequisites:	At least one year in Concert Choir and/or Audition AND Teacher Recommendation	Length:	Full Year

Course Description:

Chamber Singers Honors is designed for students who want to explore and learn more difficult choral repertoire at a vigorous pace and perform frequently throughout the school year. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

This course requires students to perform with proper vocal technique, understand and apply music theory concepts, analyze and describe the historical and cultural context of music, utilize the expressive qualities of music, and demonstrate an ability to read music.

Students will develop skills through the study, analysis, performance, and critique of varied choral repertoire from the Middle Ages through modern/contemporary works. This course also requires students to participate in one lesson lab period per week. These small group instruction lessons will reinforce concepts being covered in all instrumental and honors music ensembles. Lesson labs will be scheduled in the fall.

Successful completion of this course will be measured through class participation, written/research assignments, part and theory testing, sight singing exams and performance assessments. Student participation in performances beyond the regular school day is expected as performances are an indispensable function of the curriculum intended to culminate student core academic learning and provide character-building experiences. This course can be counted in fulfillment of the state

mandated five (5) credits of the Visual and Performing Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Concert Band	Course Number:	1M1CB
Grade(s):	9-12	Credits:	5
Prerequisites:	Audition AND Teacher Recommendation	Length:	Full Year

Course Description:

Concert Band is designed for music learning through instrumental performance. This course requires students to take into account proper instrumental technique, theory/fundamentals, historical context, musical elements, and appropriate performance practice. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

Students will build and develop skills through the study and performance of quality concert band repertoire from classic through modern/contemporary wind band works.

Successful completion of this course will be measured by engaged class participation, and part and theory assessments, as well as performance assessments. Student participation in performances beyond the regular school day is expected as performances are an indispensable function of the curriculum intended to culminate student core academic learning and provide character-building experiences.

This course can be counted in fulfillment of the state mandated five (5) credits of the Visual and Performing Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Wind Ensemble Honors	Course Number:	1M1WE
Grade(s):	9-12	Credits:	5
Prerequisites:	Audition AND Teacher Recommendation	Length:	Full Year

Course Description:

Wind Ensemble Honors is designed with the emphasis on advanced music learning through performance.

This course requires students to take into account proper instrumental technique, theory/fundamentals, historical context, musical elements, and appropriate performance practice. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

Students will build and develop skills through the study and performance of difficult wind band repertoire from classic through modern/contemporary wind band works. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

Successful completion of this course will be measured by engaged class participation, part and theory assessments, and performance assessments. Student participation in performances beyond the regular

school day is expected as performances are an indispensable function of the curriculum intended to culminate student core academic learning and provide character-building experiences.

This course can be counted in fulfillment of the state mandated five (5) credits of the Visual and Performing Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Orchestra	Course Number:	1M1OR
Grade(s):	9-12	Credits:	5
Prerequisites:	Audition AND Teacher Recommendation	Length:	Full Year

Course Description:

Orchestra is designed for string students progressing from intermediate to advanced musicianship. The course requires students to understand and apply music theory and fundamentals, musical elements, historical context, relation of music to the other arts, and appropriate performance practice. Performances are an integral part of the course and include concerts, competitions, festivals and special events beyond the regular school day, which will be outlined in a performance calendar. Performance participation is expected and is the graded culmination of academic student learning.

Successful completion of this course will be measured through class participation, on-going playing tests, skill assessments, and performance assessments.

This course can be counted in fulfillment of the state mandated five (5) credits of the Visual and Performing Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Jazz Lab	Course Number:	1M1JL
Grade(s):	9-12	Credits:	5
Prerequisites:	Audition AND Teacher Recommendation	Length:	Full Year

Course Description:

Jazz Lab is designed to teach jazz literature through performance. This course requires students to take into account proper instrumental technique, theory/fundamentals, historical context, musical elements, improvisation technique, and appropriate performance practice. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

Students will build and develop skills through the study and performance of multiple jazz styles ranging from the roots of classic Jazz through modern/contemporary forms of jazz fusion.

Successful completion of this course will be measured by engaged class participation, and part and theory assessments. Student participation in performances beyond the regular school day is expected as performances are an indispensable function of the curriculum intended to culminate student core academic learning and provide character-building experiences. This course can be counted in fulfillment of the state mandated five (5) credits of the Visual and Performing Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Music Theory I	Course Number:	1M1MF
Grade(s):	9-12	Credits:	5
Prerequisites:	Enrollment in any performance- based ensemble AND Teacher recommendation	Length:	Full Year

Course Description:

Music Theory I is designed to provide a fundamental understanding of music theory and music analysis. Through exercises, recreations, and analysis, students will identify musical concepts and construct a theoretical framework for comparison to modern musical trends. Students will engage in the basics of rhythm and note reading, scales, intervals, harmony and usage. Students will focus on composition and analysis and aural skills as the class progresses.

Successful completion of this course will be measured by engaged class participation, project and performance assessments, as well as the application of music theory to performance practice.

This course can be counted in fulfillment of the state mandated five (5) credits of the Visual and Performing Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Music Theory II	Course Number:	1M2MF
Grade(s):	10-12	Credits:	5
Prerequisites:	Music Theory I AND Teacher Recommendation	Length:	Full Year

Course Description:

Music Theory II is designed to study music from a theoretical perspective with a focus on the common practice period through the modern age. Through exercises, recreations, and analysis, students will identify musical concepts and construct a theoretical framework for comparison to modern musical trends.

Students will engage in gestural and four-part harmonic analysis, 20th century music, and modern popular music. Students will explore scoring, writing and arranging for piano, various instruments and voice parts.

Successful completion of this course will be measured by engaged class participation, project and performance assessments, as well as the application of music theory to performance practice.

This course can be counted in fulfillment of the state mandated five (5) credits of the Visual and Performing Arts, and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Performance Practicum Honors	Course Number:	1L1AA
Grade(s):	11-12	Credits:	3

Prerequisites:	Application, Audition AND Interview	Length:	Full Year
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Course Description:

Performance Practicum Honors is designed for students committed to pursuing the arts (vocal music, instrumental music, and musical theater) at the college level.

This course provides a curriculum that enables students to develop a broader understanding of their roles as artists and how the different musical genres and/or mediums relate. Students develop their individual music skills, explore the artistic interests of their peers, gain an appreciation for music history, and develop/refine audition skills needed for college applications, interviews, and auditions.

Successful completion of this course will be measured by class participation, listening exams, performance critiques, performance assessments, and audition preparation readiness.

This course will meet three days a week during zero period and can be counted in fulfillment of three (3) of the five (5) credits of the Visual and Performing Arts graduation requirement and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Stage Craft	Course Number:	1L1SC
Grade(s):	10-12	Credits:	3
Prerequisites:	None	Length:	Full Year

Course Description:

Stagecraft is a hands-on course that gets students working with the tools and techniques of theatrical production in a practical way. The objective of this course is to introduce the student to the fundamental elements and principles of technical theatre through hands-on learning that makes use of the production facilities, operations, methods, and technologies used in the Nutley High School Auditorium, and to relate these practices to those used in professional, amateur, and educational theaters.

The course will include a brief history of theatrical stages and technology, and an overview of professional theatre and associated labor unions. Students will learn the functions of the creative team, production staff, technicians and stage crew. Basic elements of scenic construction, design concepts, theatrical lighting, sound technologies, and stage management will be introduced and assessed through practical application. Participation in the NHS Stage Crew or as an actor in either fall/spring productions is required for this course.

Successful completion of this course is measured through active, hands-on class participation, ongoing formal and informal assessment including: research and writing, application of skills, public speaking, and presentation.

This course will meet three days a week during zero period and can be counted in fulfillment of three (3) of the five (5) credits of the Visual and Performing Arts graduation requirement and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Survey of Theatre	Course Number:	1L1ST
Grade(s):	9-12	Credits:	2.5
Core Requisites:	Must be taken with Theatre Arts 1	Length:	Half Year

Course Description:

This course is designed to introduce students to the theatrical experience. Students will interact with the history and genres of theater from the Roman and Medieval periods through contemporary theatre. Students will explore stage geography and terms associated with theatrical production. Students will also engage their personal forms of expression and ways to channel and focus through scripted work to create a character with organic and dynamic expression. Students' appreciation of viewing theatrical productions is enhanced as they become aware of all necessary steps in mounting a play. The course will enable students to make informed critical and aesthetic judgments, create, and understand the historical and cultural influences of theater.

Successful completion of this course is measured through active class participation and ongoing formal and informal assessment including: research and writing, application of skills, public speaking, and presentation.

The course will meet for one semester or two marking periods, and the two and a half (2.5) credits can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Theatre Arts 1	Course Number:	1L1TA
Grade(s):	9-12	Credits:	2.5
Co-Requisites:	Must be taken with Survey of Theatre	Length:	Half Year

Course Description:

Theatre Arts will provide studio experience opportunities for students to explore skills and techniques including script and character analysis and development, interpretation, diction, stage movement, acting techniques, and the audition process. The focus of the course will explore the connection between the personal expression of the actor and the character demands of the script. Students gain a deeper understanding of the process of preparing psychologically and physically for a performance piece.

Successful completion of this course is measured through active class participation and ongoing formal and informal assessment including: research and writing, application of skills, public speaking, and presentation.

The course will meet for one semester or two marking periods, and the two and a half (2.5) credits can be counted in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Theatre Arts 2	Course Number:	1L2TA
Grade(s):	10-12	Credits:	5
Pre-Requisites:	Survey of Theatre/Theatre Arts 1	Length:	Full Year

Course Description:

Theatre Arts II builds on the foundational skills introduced in Survey of Theatre and Theatre Arts I in the areas of theatre history, characterization, playwriting and analysis, auditioning, directing, roles and responsibilities of the production team, and improvisation. The course will provide opportunities for students to more deeply explore the creation of a character by learning about the history of acting, including various acting methods, and performing contrasting monologues and classical scenes. Students will also participate in voice and diction training, learn about and apply audition techniques for both stage and camera, and strengthen their improvisation skill set through more advanced improv games and activities.

The course will culminate in a fully staged production of an original student work. Successful completion of this course is measured through active class participation and ongoing formal and informal assessment including: research and writing, application of skills, public speaking, and presentation.

The course will meet for one year or four marking periods, and the five (5) credits can be counted as fulfillment of the state mandated five (5) credits of the Visual and Performing Arts and/or in partial fulfillment of the 130 total credits required for graduation.

World Languages

Department Description

The World Languages department of the Nutley Public Schools holds forth a vision of excellence for all students. Our goal is to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing global society.

In a world that is experiencing major growth, the ability to understand and to express in more than one language will increase one's awareness and appreciation of multicultural diversity. In today's global society, the study of a second language and culture is fundamental to a sound education. Along with enjoying the complexities of second language acquisition, our students will also develop the skill sets for:

- Communicating with individuals from other nations/cultures
- Understanding the marriage between language and culture
- Becoming more cognizant of the world in which we live
- Applying acquired knowledge to new learning experiences
- Using the language of study in the community as well as in various career opportunities

Via the development of these skills, students will realize that learning another language is critical to personal and academic success.

Learning occurs in meaningful, communicative contexts that carry significance for the student. Reading and writing are used as tools appropriate to the level and interest of the learners. Language structures and features are presented as tools for fruitful communication within the unit of study. Assessment is frequent and ongoing in a manner that is consistent with our program goals and teaching strategies. Proficiency in reading writing, speaking and listening

will be measured via the guidelines prescribed by the American Council on the Teaching of Foreign Languages (ACTFL).

Nutley Public Schools' World Language program is designed to build fluency in the target language through an extended sequence of courses. Our students are invited and challenged to continue their study of the target language throughout their tenure at Nutley High School.

SEAL OF BILITERACY

The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more world languages. The State Seal of Biliteracy certifies that a high school graduate has:

- Demonstrated proficiency in English by meeting English language arts graduation requirements or attained the appropriate cut score on the ACCESS for ELLs assessment (for English Language Learners)
- Demonstrated a linguistic proficiency level of at least Intermediate Mid in a world language according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, or demonstrated a level deemed equivalent to Intermediate Mid for languages such as American Sign Language or Native American languages.

Italian & Spanish

Students enrolled in Italian or Spanish will participate in a state approved language proficiency test to determine their linguistic proficiency. Because the minimum target language proficiency of Intermediate Mid is only likely to be achieved after completion of a level IV language class, only students currently enrolled in either an AP level language course or another advanced language course taken after the completion of level IV will be eligible to take the proficiency test. Students who take the AP exam during their junior year of high school may also use these scores to qualify.

Latin

Students enrolled in Latin may participate in a state approved language proficiency test to determine their linguistic proficiency. ... Students in grades 11 and 12 students who are currently enrolled in level IV or in AP level language study will be eligible to take the proficiency test. Students who take the AP exam during their junior year of high school may also use these scores to qualify.

ESL

English language learners who attain a score of 4 or better on Tier B or Tier C of the ACCESS for ELLs assessment in all four language domains in junior year of high school will be eligible to take a proficiency test in their native language to determine their linguistic proficiency.

Participation & Testing

Students will self-nominate, indicating their interest in sitting for the language proficiency test, and will assume responsibility for the cost of the test. Students will not be permitted to sit for the test unless the appropriate fee has been paid in advance. Grade 11 and 12 students test in January of their respective year. All testing will take place during the regular school day.

Score Reporting

Students and their parents/guardians will be notified of the results of the proficiency tests as soon as they become available. Once students have met all the criteria, the insignia of the State Seal of Biliteracy will be affixed to their official transcript from Nutley High School. These students will receive a certificate from the New Jersey State Department of Education in June of their senior year. Grade 11 students who do not meet the criteria will be highly encouraged to continue their language study and retest during their senior year.

Visit <http://www.nj.gov/education/aps/cccs/wl/biliteracy/> for more information about New Jersey's participation in the Seal of Biliteracy.

Course Descriptions

Course Title:	Italian I	Course Number:	7L1IT
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Italian I is designed to give students a working knowledge of the fundamentals of the target language. Emphasis will be placed on the sound/symbol relationship, pronunciation, identification and recognition of common objects and basic conversational phrases for everyday situations. At this level, specific activities are designed to lay the foundation for the development of good comprehension and communication skills (listening, speaking, reading and writing) through the modes of communication: Interpretive, Interpersonal and Presentational. Students at the beginner level will be given the opportunity to learn about the variety of cultures where the target languages are spoken.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

This course requires students to use the target language and perform in the range of proficiency levels Novice Mid to Novice High as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Learning Standard for World Languages.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Italian II	Course Number:	7L2IT
Grade(s):	9-12	Credits:	5
Prerequisites:	Italian I or Grade 8 Italian	Length:	Full Year

Course Description:

Italian II is designed for students who wish to continue their study of the Italian language. As a gateway to the upper levels of study, this course prepares students with the necessary skills to enjoy learning experiences in the upper levels courses offered by the World Language department.

This course requires students to place more emphasis on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes. Grammatical structure will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the framework of familiar vocabulary and structure.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

The students will perform in the range of proficiency levels Novice High to the Intermediate Low as prescribed by the New Jersey Learning Standard for World Languages and the American Council on the Teaching of Foreign Languages.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Italian III Honors	Course Number:	7L3IT
Grades:	9-12	Credits:	5
Prerequisites:	Successful completion (B+ or above) of Italian II and teacher recommendation OR Successful completion (A or better) of Grade 8 Italian and teacher recommendation	Length:	Full Year

Course Description:

Italian III Honors is designed for students to further develop material mastered in the Level II course. A widening variety of authentic materials and sources will be used to reinforce vocabulary and further develop language skills (listening, speaking, reading and writing) by using the three modes: Interpretive, Interpersonal and Presentational, acquired in the first two years of the language studied.

This course requires students to continue to place emphasis on developing accuracy in written and oral communication. At this level, the modes of communication are routinely used to express original thought as well as to narrate, summarize, explain, infer, synthesize, and/or predict information gathered from written as well as aural sources. Cultural themes will be further explored by studying selected works of literature, art, and music. This course will be conducted primarily in the target language with very little dependence on English.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

The students will perform in the range of Intermediate Low to Intermediate Mid-level as prescribed by the New Jersey Learning Standard for World Languages and American Council on the Teaching of Foreign Languages.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Italian IV Honors	Course Number:	7L4IT
Grade(s):	10-12	Credits:	5
Prerequisites:	Successful completion (B or above) of Italian III or III Honors and teacher recommendation	Length:	Full Year

Course Description:

Italian IV Honors is designed for students who want to expand the context for communicative skills from everyday situations to broader topics. At this level of study, students will demonstrate strong communicative ability coupled with accurate skills and good grammatical control. This course is conducted in the target language and students are expected to be able to participate fully in all activities using solely the target language.

It requires students to participate in more demanding speaking and writing activities using the modes of communication specifically designed to increase proficiency in Italian.

Students will read selected literature and other print materials, including electronically produced text, as the basis for discussion and writing assignments. Films, music, and art are additional sources for examining Italian contributions to culture and civilization.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

Students will perform in the range of Intermediate Mid to Intermediate High as prescribed by the New Jersey Learning Standard for World Languages and American Council on the Teaching of Foreign Languages.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	Advanced Italian in Literature and Film Honors	Course Number:	7L5AI
Grade(s):	11-12	Credits:	5
Prerequisites:	Successful completion (B or above) of Italian IV Honors	Length:	Full Year

Course Description:

Advanced Italian in Literature and Film Honors is designed for students who want to explore the Italian language and culture through the spectrum of literature and film. This course is intended as an extension or alternative to AP Italian Language and Culture. Previously learned language features and cultural topics will be infused into daily lessons. However, this course is conducted in Italian and students are expected to comprehend and use the target language exclusively.

Each unit in the course will feature examples of films and literature that will be conducive for students to further develop their understanding of the Italian language and culture. Possible themes include family and community, immigration, environmental awareness, art, love, and linguistic and cultural change over time.

Students will improve their skills in listening and reading comprehension and in speaking and writing by reading and viewing authentic materials made by and for the target culture.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

Students will perform in the range of Intermediate High to Advanced Low as prescribed the New Jersey Student Learning Standard for World Languages and by the American Council on the Teaching of Foreign Languages (ACTFL).

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	AP Italian Language and Culture	Course Number:	7L5IT
Grade(s):	11-12	Credits:	5
Prerequisites:	Successful completion (B+ or above) of Italian IV Honors and teacher recommendation AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Italian is part of the core curriculum and tied to program models that incorporate effective strategies, assessment procedures and technologies, reflects evolving standards at the national, state and local levels, and develops and enhances basic communication skills and higher order thinking skills. The aim of the course is to further develop students' language skills within the three modes of communication: interpretive, interpersonal and presentational. Italian culture is interwoven throughout the course, including the study of geography, contemporary life, the arts and sciences, social customs and traditions, and the contributions of Italian and Italian-Americans to the world. This course is conducted in Italian and students are expected to use the target language exclusively.

AP Italian Language and Culture prepares students specifically for the AP exam, which will assess students equally in speaking, reading, writing, listening and culture. The study of grammar will be an important component of the course. Interpretive listening and reading tasks will be based on authentic texts, electronic transmitted materials, articles, films, newspapers, literature, television, and recordings.

Students will perform in the range of Intermediate High to Advanced Low as prescribed by the American Council on the Teaching of Foreign Languages the New Jersey Learning Standards for World Languages. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Course Title:	Latin I	Course Number:	7L1LA
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Latin I is designed for students who want to explore another culture and language, one that has had a profound influence on English. The readings of Latin I introduce the students to the fascinating forms and logic of the Latin language.

This course requires students to relate English and Latin vocabulary, to understand the rudiments of grammar, and utilize it to read passages of increasing length and complexity.

Students will develop skills through vocabulary acquisition and practice with grammatical forms and constructions to facilitate reading. They will discuss and study family relationships, Roman gods and mythology, and other cultural aspects of Roman life.

This course will meet five days a week and can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Course Title:	Latin II	Course Number:	7L2LA
Grade(s):	9-12	Credits:	5
Prerequisites:	Latin I or Grade 8 Latin	Length:	Full Year

Course Description:

Latin II is designed for students who want to continue their study of Latin and thereby improve English vocabulary and understanding of grammar. Students will be introduced to various aspects of Roman culture and civilization and see parallels with their own society and government.

This course requires students to apply what they have learned in Latin I to new grammatical structures and more sophisticated reading passages. The readings at level II of Latin study take the students further in exploring the classical era of Greece and Rome and in meeting the heroes of history and fable.

Students will develop skills through vocabulary acquisition, discussion of cultural mores and achievements, and reading and analysis of grammatical forms. Comparisons and contrasts are made between the institutions and values of the classical world and our own.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Latin III Honors	Course Number:	7L3LA
Grade(s):	9-12	Credits:	5
Prerequisites:	Successful completion (B or above) of Latin II and Teacher Recommendation Prerequisites for incoming 9th grade students also include: A average on all common assessments/midterms and/or placement assessment as well as teacher recommendation.	Length:	Full Year

Course Description:

Latin III Honors is designed for students who want to apply their knowledge of Latin grammar to reading authentic texts and to develop habits of reading that will afford them the opportunity to continue to the Latin IV Honors and Advanced Placement levels.

This course requires students to utilize the previously learned elementary and intermediate grammar and vocabulary and to add to it the more sophisticated grammar to allow them to read original sources in context. Students are encouraged to make inferences as to the authors' motivations and to what a particular passage says about Roman society.

Students will develop skills through reading and answering comprehension questions, class discussion, comparing and contrasting Roman and American governmental systems, and making epitaphs for Julius Caesar.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Latin IV Honors	Course Number:	7L4LA
Grade(s):	10-12	Credits:	5

Prerequisites:	Successful completion (B or above) of Latin III Honors and Teacher Recommendation	Length:	Full Year
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Course Description:
Latin IV Honors is designed for students who want to read authentic Latin texts in prose and poetry. This course requires students to apply the grammar learned over the previous three years to reading passages and to understand the historical contexts in which the authors wrote. Students will create a speech in English that parallels in style the oratorical skill of Cicero. Students will learn the basics of Latin meter and be able to identify various figures of speech that accentuate the poet's general meaning.
Students will develop skills through reading and answering contextual and grammatical guide questions. Students will link Latin vocabulary to English words, hone their grammar skills, compare English and Latin poetry, and follow a longer historical narrative through class discussion and translation.
Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam. Students will deliver an English speech in the style of Cicero and will illustrate a scene from Vergil's <i>Aeneid</i> that they have translated.
This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.
<u>Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at https://www.nutleyschools.org/schools/nhs/projectacceleration.</u>

Course Title:	AP Latin	Course Number:	7L5LA
Grade(s):	11-12	Credits:	5
Prerequisites:	Successful completion (B+ or above) of Latin IV Honors, teacher recommendation AP Recommendation Form and an Interview	Length:	Full Year

Course Description:
AP Latin is designed for students who want to prepare for the AP Latin Exam. In doing so, they will gain an appreciation of Vergil's <i>Aeneid</i> as a great epic, and prose readings from Caesar's <i>Gallic War</i> . They will learn to translate literally and to analyze passages critically.
This course requires students to read in Latin the following:
<u>Vergil, Aeneid</u>
Book 1: Lines 1-209, 418-440, 494-578
Book 2: Lines 40-56, 201-249, 268-297, 559-620
Book 4: Lines 160-218, 259-361, 659-705
Book 6: Lines 295-332, 384-425, 450-476, 847-899

Caesar, Gallic War

Book 1: Chapters 1-7

Book 4: Chapters 24-35 and the first sentence of Chapter 36

(Eodem die legati . . . venerunt.)

Book 5: Chapters 24-48

Book 6: Chapters 13-20

The required syllabus includes not just readings in Latin, but also readings in English from Vergil's Aeneid and Caesar's Gallic War. Reading in English helps students put the Latin passages in context, with their significant themes, central characters, and key ideas. This course helps develop the students' ability to read Latin at sight, choose texts with relatively common vocabulary as well as straightforward grammar and syntax. Prose authors recommended for at-sight reading include Nepos, Cicero (but not Cicero's letters), Livy, Pliny the Younger, and Seneca the Younger. Recommended verse authors include Ovid, Martial, Tibullus, and Catullus.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation. Students are required to take the AP Exam as part of this course. In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	Spanish I	Course Number:	7L1SP
Grade(s):	9-12	Credits:	5
Prerequisites:	None	Length:	Full Year

Course Description:

Spanish I is designed to give students a working knowledge of the fundamentals of the target language. Emphasis will be placed on the sound/symbol relationship, pronunciation, identification and recognition of common objects and basic conversational phrases for everyday situations. At this level, specific activities are designed to lay the foundation for the development of good comprehension and communication skills (listening, speaking, reading and writing) through the modes of communication: Interpretive, Interpersonal, Presentational. Students at the beginner level will be given the opportunity to learn about the variety of cultures where the target languages are spoken.

This course requires students to use the target language and perform in the range of Novice Mid to Novice High as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Learning Standard for World Languages. The students are required to describe, identify, exchange, reflect upon, discuss, understand, and compare the various aspects of the target language and culture, using the three modes of communication.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Spanish II	Course Number:	7L2SP
Grade(s):	9-12	Credits:	5
Prerequisites:	Spanish I	Length:	Full Year

Course Description:

Spanish II is designed for students who wish to continue their study of the Spanish language. As a gateway to the upper levels of study, this course prepares students with the necessary skills to enjoy learning experiences in the upper levels courses offered by the World Language department.

This course requires students to place more emphasis on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes. Grammatical structure will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the framework of familiar vocabulary and structure.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

The students will perform in the range of proficiency levels Novice High to the Intermediate Low as prescribed by the New Jersey Learning Standard for World Languages and the American Council on the Teaching of Foreign Languages.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Spanish III Honors	Course Number:	7L3SP
Grade(s):	9-12	Credits:	5
Prerequisites:	Successful completion (B or above) of Spanish II and Teacher Recommendation OR Successful completion (A or above) of 8th Grade Spanish and Teacher recommendation	Length:	Full Year

Course Description:

Spanish III Honors is designed for students to further develop material mastered in Level II Honors courses. A widening variety of authentic materials and sources will be used to reinforce vocabulary

and further develop language skills (listening, speaking, reading and writing) by using the three modes: Interpretive, Interpersonal and Presentational, acquired in the first two years of the language studied.

This course requires students to continue to place emphasis on developing accuracy in written and oral communication. At this level, the modes of communication are routinely used to express original thought as well as to narrate, summarize, explain, infer, synthesize, and/or predict information gathered from written as well as aural sources. Cultural themes will be further explored by studying selected works of literature, art, and music. This course will be conducted primarily in the target language with very little dependence on English.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

The students will perform in the range of Intermediate Low to Intermediate Mid as prescribed by the New Jersey Learning Standard for Foreign Languages and the American Council on the Teaching of Foreign Languages.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Spanish IV Honors	Course Number:	7L4SP
Grade(s):	10-12	Credits:	5
Prerequisites:	Successful completion (B or above) of Spanish III or III Honors and teacher recommendation	Length:	Full Year

Course Description:

Spanish IV Honors is a challenging course based upon integrated themes and a collaborative approach to language mastery. At this level of study, students will discuss historical and cultural information with special emphasis on selected literary works. Students will demonstrate strong communicative ability coupled with refined grammatical control.

This course requires students to enhance their knowledge of history, art, music and culture of Spanish-speaking countries to gain a more in-depth understanding not only of the language, but of the people who speak Spanish. Students will refine their skills through the use of the interpretive, interpersonal and presentational modes of communication.

Students will develop skills utilizing authentic materials. Special emphasis is placed on integrating themes, vocabulary building, improving grammatical structures and refining writing and speaking skills. Interpretive listening and reading comprehension activities are taken from podcasts, news broadcasts, interviews, newspaper/magazine articles, and literary pieces such as short stories, plays, and poems.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

This course is conducted exclusively in the target language and students are expected to be able to participate fully in all activities using solely the target language. Students will perform in the range of Intermediate Mid to Intermediate High as prescribed by the New Jersey Learning Standard for World Languages and the American Council on the Teaching of Foreign Languages.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Project Acceleration credits are available in conjunction with Seton Hall University for an additional fee. Information for Project Acceleration, offered through Seton Hall University, can be accessed at <https://www.nutleyschools.org/schools/nhs/projectacceleration>.

Course Title:	Advanced Spanish in Literature and Film Honors	Course Number:	7L5AS
Grade(s):	11-12	Credits:	5
Prerequisites:	Successful completion (B or above) of Spanish IV Honors	Length:	Full Year

Course Description:

Advanced Spanish in Literature and Film Honors is designed for students who want to explore the Spanish language and culture through the spectrum of literature and film. This course is intended as an extension or alternative to AP Spanish Language. Previously learned language features and cultural topics will be infused into daily lessons. However, this course is conducted in Spanish and students are expected to comprehend and use the target language exclusively.

Each unit in the course will feature examples of films and literature that will be conducive for students to further develop their understanding of the Spanish language and culture. Possible themes include family and community, immigration, environmental awareness, art, love, and linguistic and cultural change over time.

Students will improve their skills in listening and reading comprehension and in speaking and writing by reading and viewing authentic materials made by and for the target culture.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

Students will perform in the range of Intermediate High to Advanced Low as prescribed the New Jersey Student Learning Standard for World Languages and by the American Council on the Teaching of Foreign Languages (ACTFL).

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	AP Spanish Language	Course Number:	7L5SP
Grade(s):	11-12	Credits:	5
Prerequisites:	Successful completion (B+ or above) of Spanish IV Honors and teacher recommendation AP Recommendation Form and an Interview	Length:	Full Year

Course Description:

AP Spanish V is a demanding program that is comparable in both language and literature to a third year college level language course. The course is performance-based and students must demonstrate advanced communication skills. Continued emphasis is placed on reading and listening comprehension. However, particular emphasis is placed on language control and fine tuning the student's ability to integrate language skills by synthesizing written and aural material gathered from authentic sources.

Students must be able to cite sources to support cohesive, coherent, analytical or persuasive arguments in both written and oral formats. In addition, AP students are able to comprehend Spanish intended for native speakers and to produce Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics, and registers. Extensive practice in the AP format is designed to prepare students for the AP examination.

Students will develop skills utilizing authentic materials. Special emphasis is placed on vocabulary building, as well as improving grammatical structures and writing process. Interpretive listening and reading comprehension activities are taken from podcasts, news broadcasts, interviews, newspaper and magazine articles, and literary pieces such as short stories, plays, and poems.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

In order to be admitted to this class, students must obtain a recommendation form and schedule an interview with the instructor.

This course is conducted exclusively in Spanish and students are expected to use the target language at all times. Students will perform in the range of Intermediate High to Advanced Low as prescribed by ACTFL and the New Jersey Learning Standard for World Languages.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation. Students are required to take the AP Exam as part of this course. Failure to complete the AP exam in May will result in loss of weighted credit which will be reflected in the student's transcript.

Course Title:	Spanish for Heritage Speakers I	Course Number:	7L1SH
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Grade(s):	9-12	Credits:	5
Prerequisites:	Spanish spoken at home Interview and Recommendation	Length:	Full Year

Course Description:

Spanish for Heritage Speakers I is designed to improve the reading, writing, listening, and speaking skills of students for whom Spanish is the dominant language spoken at home. The ultimate goal of the course is to engage students in using the language as educated native speakers would use it, and to gain an appreciation of the depth and diversity of the various cultures that comprise the Spanish-speaking world using the three modes of communication: Interpretive, Interpersonal, Presentational.

This course requires students to read and listen to material designed for native speakers of Spanish. Materials and activities will focus primarily on exposition, though students will also have opportunities to use and respond to non-expository text. This course is conducted entirely in Spanish. English is only used to clarify the Anglicism used by some students.

Students will develop skills through daily interaction and conversation. Vocabulary and grammar are introduced as they apply to the literature selections. When grammar is introduced or reviewed, emphasis is placed on the common mistakes often made by Spanishspeaking. Students will be strongly discouraged from speaking Spanish in its slang form.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

Students will perform in the range of Intermediate High to Advanced Low as prescribed by the New Jersey Learning Standard for World Languages and the American Council on the Teaching of Foreign Languages.

Students who are placed in the heritage program but opt out will be required to take a language other than Spanish at Nutley High School, pending available seats in other language courses.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Spanish for Heritage Speakers II-Honors	Course Number:	7L2SH
Grade(s):	9-12	Credits:	5
Prerequisites:	Spanish for Heritage Speakers I, Spanish spoken at home as the primary language, Interview and Recommendation	Length:	Full Year

Course Description:

Spanish for Heritage Speakers II Honors aims to continue to improve the reading, writing, speaking, and comprehension skills for native language Spanish speakers.

This course requires students to build on the writing and general literacy skills developed in Level one. Students will develop skills through daily interaction and conversation as well as teacher-led instruction. Emphasis is put on distinguishing the different accents and vocabulary in the Spanish-speaking world. Vocabulary and grammar are introduced as they apply to the literature that they read. When grammar is introduced, emphasis is placed on the common mistakes often made by Spanish-speaking students. Students will be strongly discouraged from speaking Spanish in its slang form. In addition, there is a greater emphasis on discussing the diversity of the Spanish-speaking world through its culture, history, traditions and current events. The course is conducted entirely in Spanish. English is only used to clarify the Anglicism used by some students.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, homework and a final exam.

Students will perform in the range of Advanced Low to Advanced High of proficiency in the target language as per the New Jersey Learning Standard and the American Council on the Teaching of Foreign Languages.

Students who are placed in the heritage program but opt out will be required to take a language other than Spanish at Nutley High School, pending available seats in other language courses.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Spanish Communication and Culture	Course Number:	7L1BS
Grade(s):	9-12	Credits:	5
Prerequisites:	WL Coordinator Recommendation	Length:	Full year

Course Description:

This is an introductory course with a focus on verbal/non-verbal communication and cultural study. The skills of reading, writing, speaking and listening are incorporated into the course, yet the emphasis is on the skills necessary for communication.

Each unit in this course will provide the student the opportunity to work with the instructor(s) to work toward the completion of a culminating project.

This entry level Spanish course can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Course Title:	Spanish Language and Culture	Course Number:	7L1LC
Grade(s):	9-12	Credits:	5
Prerequisites:	WL Coordinator Recommendation	Length:	Full year

Course Description:

The focus of this Spanish course is on communication and cultural study. The skills of reading, writing, speaking and listening are incorporated into the course.

Each unit in this course will provide the student the opportunity to work with the instructor(s) to work toward the completion of a culminating project.

This entry level Spanish course can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements and/or in partial fulfillment of the 130 total credits required for graduation.

Appendix Forms



Nutley Public Schools

Schedule Change Form

Student Name: _____

Date: _____

School Counselor: _____

Grade: _____

Course to be Removed: _____

By submitting this form, the student understands that periods and/or teachers of current courses may change. Requests are subject to space and scheduling constraints.

Drop Above Course/Add AP Course (must have submitted AP Form)

Course Requested: _____
(by Sept 11 or 30 calendar days for transfers)

Drop Above Course/Add New Course or Study Hall

Course Requested: _____
Back-up(s) Requested: _____
(by Sept 18 or 30 calendar days for transfers)

Level Change To Lower Level

Course Requested: _____
(within MP1 or 30 calendar days for transfers)

Course Withdrawal (by the end of MP 2)

Grade at time of Withdrawal: _____ WP or WF
Teacher Signature: _____

Request to Audit Course: _____

Teacher Approval: _____

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Department Supervisor Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

(Director of Counseling, Principal, or Vice Principal)

Administrator Comments:



Nutley Public Schools

External Course Equivalency Application

(Use to apply to take outside courses in lieu of NHS equivalent courses)

Student Name		Grade in 2026-2027	
School Counselor Name		Date	

I am seeking original credit for a course I have not yet taken at Nutley High School:

Name of Course: _____

Please provide rationale:

Information on Proposed Equivalent External Course:

Name of Course		Expected Start Date	
Location of Course		Expected End Date	
Provider/Instructor Name		Anticipated Cost	

Please **attach a complete course description** from the external provider for the requested course, along with contact information for that institution. By signing this form, you are aware of the following:

- Any applications for external course equivalency must be submitted to the appropriate NHS school counselor 30 days prior to the course start date. Any requests past this time will be dependent on counselor/administrator availability.
- The student and/or parent/guardian(s) are responsible for the cost of tuition and/or any other related costs as related to external course.
- Any course taken by an NHS student without the prior approval of administration will NOT be granted NHS credit.
- All students who take an external course must pass the external course, as well as pass the NHS final exam for the equivalent course in order to obtain credit. It is the student's responsibility to schedule a time to sit for the NHS final exam by contacting the appropriate department coordinator.
- Grades received for external coursework will not be factored into the student's GPA.

Student Signature:		Date:	
Parent/Guardian Signature:		Date:	
Parent/Guardian Email:		Parent/Guardian Phone:	

*****Do not write below this line. For Nutley High School use only:

Department Supervisor Signature: _____ Date: _____

Circle One: Approved or Denied Number of Credits: _____

Director of School Counseling Signature: _____ Date: _____

Principal Signature: _____ Date: _____



Nutley Public Schools

Option ii

(Use to apply for outside courses or experiences not offered at NHS)

This form should be used to apply for an Option ii at NHS, to include self-directed/experiential learning, college or vocational courses not offered at NHS. It is the responsibility of the learner to make all arrangements, and to complete this agreement to the satisfaction of the Option ii coordinator.

Option ii learning is available for students who wish to study a content area or level beyond the scope of the Nutley Public School curriculum and program of study. A self-directed/experiential learning study can be completed through a variety of academically rigorous pathways. The experience is truly “independent” in that there is a high level of autonomy and each pathway requires dedication, responsibility and accountability on the part of the student.

Each student enrolled in Option ii learning will have a faculty mentor and possibly a career-based mentor (if available and/or applicable). A faculty mentor must agree to supervise the self-directed learning student prior to submitting the application to the Option ii Coordinator. All self-directed learning students are responsible for developing a learning plan in collaboration with the faculty mentor and the Option ii Coordinator.

The self-directed learning student is responsible for adhering to or going beyond the objectives and goals of the learning plan. At the conclusion of the self-directed learning, the student may make a final presentation to a panel that represents the school community.

All assessments and grades for self-directed learning are the responsibility of the student and the faculty mentor. The culminating presentation will count as a final exam and a grade of satisfactory is required for credit to be awarded. In all but unique and approved circumstances, self-directed learning experiences will be graded as pass/fail based on adherence to the learning plan, meeting the objectives of the study and success of the final presentation.

This application is a proposal of option ii. Since this application is due March 8, 2024, it may be necessary to schedule programming after the due date. The applicant should complete this proposal with intent to secure these placements, and work to be placed as soon as possible. If the applicant is approved, and fails to complete the placement by August 4, 2024, an alternate schedule may be assigned by the School Counseling Department.

Student Information:

Please choose one and then complete the back of this form:

Name: _____

Self-Directed/Experiential Learning

Email: _____

College Courses (not offered at NHS)

Cell Phone: _____

Vocational Courses (not offered at NHS)

School Counselor: _____

ALL STUDENTS applying for option ii should schedule an interview with the option ii coordinator, Mrs. Aviles (paviles@nutleyschools.org) for approval.

For students applying for college or vocational courses, you are required research and bring a copy of a course description for your proposed course to your interview for approval.

For students applying for self-directed/experiential learning, you are required to answer the following questions below prior to your interview.

Questions for Self-Directed/Experiential Learning Applicants:

Name of Faculty Mentor:

Name of Site Supervisor:

Why do you want to pursue this experience?

What are your learning objectives?

Proposed Schedule:

Plan for Transportation:

Plan for Assessment/Grading:

Student Signature:

Date:

Parent/Guardian Signature:

Date:

Option ii Coordinator Approval:

Date: _____

Principal Approval:

Date: _____

Option ii Coordinator Notes:



Application for NHS-RU Collaborative Programming
Allied Health Professions



Thank you for your interest in our Allied Health Professions Program. This program is a collaborative programming effort between Nutley High School and Rutgers University. Please read the following items carefully before submitting an application.

- To apply for the academy, the student must complete the form on the next page with all required information. The form requires that the student have their school counselor verify information regarding grades. It is the student's responsibility to obtain this information before he, she or they, submit the application. Applications that omit this information will be considered incomplete and cannot be processed.
- In addition to the application, students need to submit a short, one page, typed essay, that explains why they would like to participate in the program and what their goals are in the area of healthcare as they move through their high school and post-secondary education. The application cannot be processed without the essay attached to it.
- The curriculum and assessments for this program are developed by Rutgers University and taught by approved members of our NHS staff. The content in the courses of the program is of a college level of study and is rigorous. Students need to be ready for the demands of this work, should they be accepted into the program.
- If a student is accepted into the program, it is the expectation that they will take the Rutgers assessments for each course enrolled. The current cost is \$100 per course. This cost is the responsibility of the student. If a student is unable to pay for the opportunity, he, she or they, should reach out to the program coordinator at the time of application so that resources and support can be offered.
- Students have the ability to earn credit at Rutgers University by meeting specific requirements in grading and achievement. Acceptance into the program DOES NOT guarantee receipt of college credits.
- Biology and Algebra must be completed before enrollment into any courses in the program. Chemistry can be completed before the program OR in conjunction with the first course in the sequence as a corequisite.
- If students are engaged in a term of all remote learning at the time of application:
 - o Grades will be verified by the program coordinator and that section of the application can remain empty.
 - o Applications and essays can be scanned and submitted via email to the address below.
- Any questions can be directed to Mrs. Jenna Rubino, the program coordinator at jrubino@nutleyschools.org



Application for NHS-RU Collaborative Programming

Allied
Health Professions

Name of Applicant _____

Last

First

Middle Initial

Current Grade Level

Sophomore _____ Junior _____

Student E-mail Address _____ Student ID Number _____

Is the student employed? Yes _____ No _____

If employed, how many hours per week? _____

Applicant's Signature _____

Parent or Guardian's Signature _____

High School Guidance Department Signature _____

Printed Name _____

Signature _____

EDUCATIONAL DATA TO BE CONFIRMED BY HS GUIDANCE COUNSELOR

Please specify whether the required courses listed below have been taken or are currently being taken and include grade number and letter grade earned.

Health Science Careers Program Pre/Corequisites	
Course	Indicate course grade
Algebra	
Biology	
Chemistry	Enter course grade _____ OR Check here _____ if to be taken as co-requisite with allied health programming

Please be sure your form is signed appropriately and contains all necessary information BEFORE being submitted.

Please be sure your completed essay is attached to this form at the time of submission. No applications will be accepted without the accompanying essay.