



**2021-2022**

**PROGRAM OF  
STUDIES**



It is our mission at Lodi High School to provide our students with a high-quality comprehensive program that will prepare them to successfully pursue college degrees and 21st Century careers. Our curriculum is rigorous and challenging, providing multiple opportunities to think critically, problem solve, and communicate effectively. Students have access to a wide array of extra-curricular activities and community service projects that will assist them in becoming well rounded individuals.

Lodi High School is a comprehensive high school with a professional faculty dedicated to providing rigorous academics, arts, athletics, and extracurricular activities. This dedication meets the needs of a diverse population of approximately 900 students. Lodi High School offers Advanced Placement, Honors, College Prep, English as a Second Language, and Special Education courses. Every student in grades 9-12 is challenged to meet his/her potential whether in the classroom or through volunteering, clubs, activities, arts, sports, or music. Upon completion of their four years, students are ready to meet the challenges for college, business, or entry-level positions in a global marketplace, the military or vocational training.

## **LODI HIGH SCHOOL ADMINISTRATION**

Frank D'Amico	Principal
Michael O'Brien	Vice Principal
Al Tarleton	Vice Principal Curriculum/Instruction
Christine Orosz	Supervisor of Guidance
Pat Tirico	Director of Athletics
Maria Debowska	Supervisor of Language Arts
Tom Manzo	Supervisor of Social Studies & Business
Thao Hansen	Supervisor of Science
Loredona D'Urso	Supervisor of World Language, ESL, & Fine, Practical Arts
Joseph LeConte	Supervisor of Special Education
John Way	Supervisor of Mathematics



# Borough of **Lodi** New Jersey

## COMMUNITY

Lodi is a borough in Bergen County, New Jersey, United States. As of the 2015 United States Census, there were 24,835 people, 9,240 households residing in the borough. The racial makeup of the borough was 68.19% (16,459) White, 7.52% (1,816) African American, 0.42% (101) Native American, 8.57% (2,069)

Asian, 0.06% (15) Pacific Islander, 11.49% (2,774) from other races, and 3.74% (902) from two or more races. Hispanic or Latino of any race were 30.49% (7,360) of the population. There were 9,240 households out of which 29.2% had children under the age of 18 living with them, 42.4% were married couples living together, 16.3% had a female householder with no husband present, and 35.5% were non-families. 30.0% of all households were made up of individuals and 10.0% had someone living alone who was 65 years of age or older. The average household size was 2.63 and the average family size was 3.18. The median income for a household in the borough was \$43,421, and the median income for a family was \$48,914. The per capita income for the borough was \$25,640. About 5.3% of families and 13.6% of the population were below the poverty line, including 9.9% of those under age 18 and 9.8% of those ages 65 or over.

## LODI DISTRICT ADMINISTRATORS

Dr. Douglas J. Petty

Superintendent of Schools

Dr. Dennis Fronhpfel

Interim Board Secretary/Business Administrator

Lauren Luna

Supervisor of Curriculum/Instruction

Lynda Puso

Supervisor of Curriculum/Instruction

Lisa Stancescu

District Administrator of Technology

Al Tarleton

Supervisor of Curriculum/Instruction

Kevin Ahearn

Interim Supervisor of Special Services

Chris Mykiety

Technology Supervisor

# LODI BOARD OF EDUCATION

Nancy	Cardone	President
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Laura	Cima	
Kerry Anne	Mastrofilipo	
Joseph A.	Ramos	
Sharon	Salvacion	
Jocelyn	Anderson	
Paula	Cortez	

## GRADING AND RANKING

Letter Grade	Grade Points	College Prep	Honors/AP
A+	97-100	4.3	4.8
A	93-96	4.1	4.6
A-	90-92	3.7	4.2
B+	87-89	3.3	3.8
B	83-86	3.0	3.5
B-	80-82	2.7	3.2
C+	77-79	2.3	2.8
C	73-76	2.0	2.5
C-	70-72	1.7	2.2
D+	67-69	1.3	1.8
D	65-66	1.0	1.5
F	64.4 and below	0	0

Students earn letter grades, A+ through F. Grade point average is calculated on a weighted 4.0 scale, with additional credit for Honors and Advanced Placement (.5) Courses. Lowest Numerical Grade Equivalents: A- = 90, B- = 80, C- = 70, D = 64.5 and F = 64.4 or below.

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# LETTER FROM THE PRINCIPAL

Dear Students, Parents, & Guardians,

We believe that the high school years should be a time for exploring interests and planning for future careers. With that in mind, I am pleased to present our Program of Studies guide. This guide is a valuable tool in helping you to make an informed decision about the program of studies your child will follow in the upcoming school year.

This Program of Studies contains a brief description of the courses available at Lodi High School. Please take the time to read this guide, so that you can assist your child in selecting the best possible program. Our guidance staff will work closely with you and your child in tailoring the program to meet graduation requirements, as well as allowing your child to pursue individual interests. It is essential that your child meet with the counselor prior to selecting a final program for next year. These meetings will be scheduled by the Guidance Department.

Our guidance staff will be happy to answer any questions that you may have about the program planning services. We value the individuality of each child in our school and stand ready to help you select a program that will meet your child's needs.

We urge you to encourage your child to work to his or her fullest potential, taking advantage of natural talents, specific interests and our diverse program of studies.

Sincerely,



Frank D'Amico  
Principal



# GUIDELINES FOR PROGRAM SELECTION

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

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

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

Students and parents are reminded that the course selection process may require some difficult decisions; students may have to select a course or program based on its availability, or may not be able to enroll in a course that is removed from the master schedule due to low enrollment, limited staff availability or budgetary restrictions. Parents and students are advised that scheduling conflicts will exist each year, especially for students that enroll in specialized programs. It is with this caveat in mind that parents and students are encouraged to work closely with the guidance counselors throughout the course and program selection process.

Students and parents are reminded that all students must be registered in Health/Physical Education for each year enrolled in school. Regardless of the program type, students are reminded to maintain satisfactory attendance in all courses and to put forth their best effort at all times. Teachers, counselors and administrators are always willing and able to provide assistance to students in need. Students are encouraged to seek the assistance of a teacher, counselor or an administrator when confronted with a difficult decision or situation. Parents are encouraged to call their child's guidance counselor to receive more information or to schedule a conference.

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



# LODI HIGH SCHOOL GRADUATION REQUIREMENTS

Diplomas will be granted only to pupils who have completed the requirements for graduation established in the curriculum approved by the Lodi Board of Education. There shall be no endorsements or indications on diplomas of programs of study. Each pupil must earn a minimum of one hundred twenty credits and pass the local and or State proficiency assessment as applicable.

Required Credits    Recommended for College

English/Language Arts	20(4 years)	20 (4 years)
Mathematics	15(3 years)	15-20(3-4 years)
Social Studies	15(3 years)	15-20 (3-4 years)
Science	15(3 years)	15-20(3-4 years)
Physical education/Health (One year of physical education/health for each year of enrollment)	20(4 years)	20(4 years)
Career Education and Consumer, Family & Life Skills or Vocational-Technical Education (Practical Arts)	5(1 year)	5(1 year)
World Language	5(1 year)	10-20(2-4 years)
Visual and Performing Arts	5(1 year)	5(1 year)
Personal Financial Literacy	2.5 (1 semester)	2.5 (1 semester)
Electives	27.5	27.5
<b>Total Credits Required for GRADUATION</b>	<b>120</b>	

No credit (full or partial) will be given for a course unless a passing grade of D or better is achieved. In order to participate in the Lodi High School Graduation Ceremony, a student must meet ALL the requirements prescribed by the New Jersey State Department of Education (**N.J.A.C. 6A:8-5.1**) and the Lodi Board of Education (**Policy 5460 and 5466**) and be in good overall standing.

## STANDARDIZED TESTING TIMELINE

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

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

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

## FINANCIAL AID & SCHOLARSHIPS

### SCHOLARSHIPS

Applications for college scholarships should be submitted to the college at the time of submitting the application for admission or very soon thereafter. Please visit Naviance for a list of local scholarships.

### FAFSA

Most colleges require a student applying for a scholarship to file the Free Application for Federal Student Aid (FAFSA). These forms are available on the official website [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Please note: The FAFSA cannot be filed until after October 1 of the student's senior year. Students should also check the Guidance Department bulletin boards and the Naviance Family Connection website for scholarship information.

### CSS PROFILE

The College Board's CSS/Financial Aid PROFILE® is an online application that collects information used by almost 300 colleges and scholarship programs to award financial aid from sources outside of the federal government. Not all colleges and scholarship programs require the PROFILE application.

# HIGH SCHOOL PROFICIENCY REQUIREMENTS

## **STRATEGIES FOR SUCCESS**

### NJSLA ASSESSMENT PREPARATION

Lodi High School's **Strategies for Success** program provides supplemental instruction in language arts and mathematics to students that receive a standardized test score below the established levels of proficiency. Although **Strategies for Success** courses are credit and grade bearing courses, these courses do not satisfy the graduation requirements for English and Mathematics.

#### **Strategies for Success, Reading & Writing**

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

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

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

**Math Strategies for Success** is a survey course of the mathematics skills tested on the mathematics portion of the NJSLA Assessment.

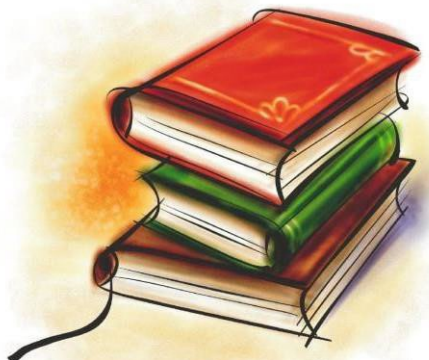
# FULL LIST OF COURSES OFFERED

ENGLISH/LANGUAGE ARTS	GRADES	CREDITS	SCIENCE	GRADES	CREDITS
English 9	9	5	Biology-Lab/Inquiry Based	9	5
English 10	10	5	Honors Biology-Lab/Inquiry Based +	9	7
English 11	11	5	AP Biology **+	11,12	8
AP English Literature & Composition +	11	5	Chemistry-Lab/Inquiry Based	11	7
English 12	12	5	Honors Chemistry-Lab/Inquiry Based +	10,11	7
AP English Language & Composition +	12	5	AP Chemistry **+	11,12	8
Yearbook +	11,12	5	Environmental Science- Lab/Inquiry Based	11,12	5
Digital Journalism	11,12	5	Honors Environmental Science-Lab/Inquiry Based +	11,12	5
<b>ENGLISH AS A SECOND LANGUAGE</b>	<b>GRADES</b>	<b>CREDITS</b>	An Environmental Science+	11,12	5
ELL 1 (Beginner)	9,10,11,12	5	Integrated Science-Lab/Inquiry Based	10	5
ELL 2 (Intermediate)	9,10,11,12	5	Honors Integrated Science-Lab/Inquiry Based +	10	5
ELL 3 (Advanced)	9,10,11,12	5	AP Physics 1 ***	11,12	7
ELL (Beginner/Intermediate) Lab	9,10,11,12	5	Honors Anatomy and Physiology (SUMMER ONLY) +	10,11	5
<b>MATHEMATICS</b>	<b>GRADES</b>	<b>CREDITS</b>	Botany	9-12	2
Algebra 1	9	5	Science in The News	10	2
Algebra 2	11,12	5	Principles of Engineering 1	9-12	5
Honors Algebra 2 +	10,11	5	Principles of Engineering 2**	10-12	5
Geometry	10	5	Construction Technology 1	10-11	5
Honors Geometry +	9,10	5	Construction Technology 2**	10-12	5
Pre-Calculus**	11,12	5	Honors Software Development**	12	5
Honors Pre-Calculus **+	11,12	5	AP Computer Science Principles	11,12	5
AP Calculus **+	12	5	Dynamics of Healthcare and Society	10-12	5
AP Statistics +	11,12	5	Principles of Biomedical Sciences	11-12	2
Math for College & Career Readiness	12	5	** Pre-Requisite Required		
Financial Literacy	9,10	2.5	+Teacher Recommendation Required		

# FULL LIST OF COURSES OFFERED (CON'T)

SOCIAL STUDIES	GRADES	CREDITS	FINE & PERFORMING ARTS	GRADES	CREDITS
US History 1	9	5	Exploratory Art	9-12	5
Honors US History 1**	9	5	Art 1 **	10	5
US History 2	10	5	Art 2 Honors **+	11	5
AP US History 2	10	5	Art 3 Honors **+	11	5
World History	11	5	AP Studio Art: Drawing	11,12	5
Psychology	11,12	5	Ceramics **	11,12	5
AP Psychology+	11,12	5	Choir	9,10,11,12	5
Sociology	11,12	5	Honors Madrigal Choir	9,10,11,12	5
AP US Government & Politics	12	5	Piano	9,10,11,12	5
<b>BUSINESS</b>	<b>GRADES</b>	<b>CREDITS</b>	Advanced Piano	10-12	5
Honors Introduction to Information Technology (Dual Enrollment) **	10-12	5			
Multimedia and Web Design **	11,12	5	Honors Music Theory	10,11,12	5
Business & Electronic Communications	9-12	5	AP Music Theory	11,12	5
Business Law	11,12	5	Honors Instrumental Music /Band+	9,10,11,12	5
Accounting 1	11,12	5	<b>WORLD LANGUAGE</b>	<b>GRADES</b>	<b>CREDITS</b>
Cooperative Work Experience	12	15	Spanish 1	9,10,11,12	5
Introduction to Coding	9,10,11,12	5	Spanish 2 **	10,11,12	5
ECS Office Assistant	12	5	Spanish 3 **	10,11,12	5
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	<b>GRADES</b>	<b>CREDITS</b>	Spanish 4 Honors ** +	11,12	5
Physical Education	9,10,11,12	3.75	AP Spanish Language & Culture**+	12	5
Health Education	9	1.25	French 1	9,10,11,12	5
Driver Education	10	1.25	French 2 **	10,11,12	5
Health Education	11	1.25	French 3 Honors **+	10,11,12	5
Family Living	12	1.25	French 4 Honors **+	11,12	5
** Pre-Requisite Required			AP French Language & Culture ** +	12	5
+ Teacher Recommendation Required					

# English/Language Arts Literacy



Supervisor: Maria Debowska

## Graduation Requirement:

The New Jersey Department of Education requires all students to complete at least 20 credits in English language arts, aligned to grade 9 through 12 standards, which must include an ELA core course for each level of high school. All credits earned for ELA core courses will count toward graduation requirements.

Language Arts is central to every student's education with reading and writing being foundational skills for all academic subject areas. The importance of Language Arts is highlighted by the Common Core Standards which now include language standards for History and Science in addition to Language Arts. Not surprisingly, Language Arts is one of the few courses students must take all four years of high school.

To meet these high standards, the teachers of the Lodi High School Language Arts Department use traditional literature, literary non-fiction, short stories, plays, newspaper and magazine articles, blogs, essays, historical fiction, and research papers to expose students to multiple and diverse literary forms.

Students read works of nonfiction such as *The Seven Habits of Highly Effective Teens* and *Into the Wild*. Students also read classical texts such as *A Separate Peace*, *The Scarlet Letter* and *The Great Gatsby*. Students are exposed to modern novels such as *Tuesdays with Morrie*, *Ordinary People* and *The Curious Incident of the Dog in the Night-Time*. Novels are often paired with thematically connected non-fiction readings. Characters in these stories reflect the diverse world we live in racially, socially, and ethnically. Students engage with these characters at both an academic and a personal level, as the stories present conflicts which are ever present in our lives.

The classroom environment and student assignments are infused with 21<sup>st</sup> century technology. Teachers incorporate the use of Smart boards, blogs, laptops, phones, and many other available technologies. Classrooms are student-centered environments where students hone 21<sup>st</sup> Century life and career skills. Creativity, critical thinking, collaboration, and problem-solving skills are infused into classroom lessons on a daily basis.

The Language Arts teachers at Lodi High School view teaching as more than just a profession; it is a calling which is as rewarding as it is challenging. Our mission is to challenge our students daily, prepare them academically, and open their minds thoughtfully.

Honors Courses are available at each grade level for qualified students. Placement in such courses is determined by current grades and teacher recommendation.

Advanced Placement is available for juniors in English Literature and for seniors in English Language and Composition

GRADES	COURSE	CREDITS
9	English 9	5
10	English 10	5
11	English 11	5
	AP English Literature & Composition	5
	Digital Journalism	
	Yearbook	
12	English 12	5
	AP English Language & Composition	5
	Digital Journalism	
	Yearbook	

## English / Language Arts Literacy Course Descriptions

### Digital Journalism

**Full Year /5 Credits**

Digital Journalism is a course for seniors and juniors who have an interest in journalism and writing and who want to be actively involved in school events and activities. The class is responsible for an electronic newspaper “The Rampage” that is published once a month. Students are responsible for brainstorming unique/creative ideas for entertainment, reporting on school events/activities, and promoting upcoming events/activities. Students will be covering a variety of topics including students/faculty in the spotlight, the arts, sports, advice, clubs/events, editorials, polls, and more depending on the edition.

### English 9

**Full Year /5 Credits**

Students can learn more than just English in this course by reading several novels that focus on and dabble in history and the arts. We begin with *Of Mice and Men* with its focus on the Great Depression. ‘*As Simple as Snow*’ offers students a more contemporary view on literature in which an ending is not provided, but students must uncover their own meaning. It also allows students to develop an interest in the arts (painting, music, etc.) by using allusions. Our Shakespeare unit on *Romeo and Juliet* provides insight into Elizabethan England. Also, *Lord of the Flies* and *Fahrenheit 451* allow students to question what it means to be a citizen and what makes up a society.

Although both dystopian works, *Fahrenheit 451* focuses on what causes the downfall of a society while *Lord of the Flies* discusses what builds one up. Students gain an insight into what constitutes civic duty and discuss the right to protest. *Lord of the Flies* also touches upon psychology since



several of the characters can be interpreted as different emotions.

### **English 9 Honors**

**Full Year /5 Credits**

This course also seeks to create and form interdisciplinary connections so students can understand information across the board and not in isolation. Students can learn more than just English in this course by reading several novels that focus on and dabble in history and the arts. We begin with *Of Mice and Men* with its focus on the Great Depression and the Loss of the American Dream. 'As *Simple as Snow*' offers students opportunities to struggle with themes of coming of age, loss and alienation. Our Shakespeare unit on *Romeo and Juliet* provides insight into Elizabethan England. Also, *Lord of the Flies* and *Fahrenheit 451* allow students to question what it means to be a citizen and what makes up a society. Although both dystopian works, *Fahrenheit 451* focuses on what causes the downfall of a society while *Lord of the Flies* discusses what builds one up. Students gain an insight into what constitutes civic duty and discuss the right to protest. *Lord of the Flies* also touches upon group psychology and questions the nature of humans and their innate tendencies towards good or evil.

### **English 10**

**Full Year /5Credits**

The sophomore Literature curriculum is inextricably linked with the research paper is interdisciplinary and is graded independently by each student's History and English teachers. The assignment is for students to write a piece of historical fiction, merging a fictional protagonist with actual historical figures and events from American history. The research component is historical in nature, while the nuances of the writing must align with the time period of the story. Additionally, the selections in the curriculum, specifically *A Separate Peace*, *To Kill a Mockingbird*, *Antigone*, and *Julius Caesar* demand a fairly extensive Historical Background in order for students to be able to contextualize and appreciate each respective literary work.

### **English 10 Honors**

**Full Year /5 Credits**

Throughout the English 2 Honors curriculum, the students are exposed to various interdisciplinary connections. While reading Harper Lee's *to Kill a Mockingbird*, students study the Jim Crow laws, study the Scottsboro trials and consider segregation and the mistreatment of African Americans in the South during the 1930s. Students also touch on the behavioral sciences and psychology as they study dream interpretation and coping mechanisms while reading Judith Guest's *Ordinary People*. While studying logical fallacies, students are exposed to the various techniques that are used in politics and media and are then able to apply these fallacies to readings in class. During their reading of *Antigone* and *Julius Caesar* the students study rhetorical strategies which expose them to techniques utilized in politics and media.

### **English 11**

**Full Year /5 Credits**

The English 3 curriculum centers around different movements in American history. Specifically, *The Great Gatsby* focuses on the Jazz Age, showing the attitudes of independent females, the superfluous spending of money by the wealthy, and America's prosperity and restlessness in the wake of World War I. *The Crucible* focuses on both the Red Scare and the Salem Witch Trials. The story itself uses real characters, places, and events from the Witch Trials to make the story more realistic, but was written during the 1950s when Arthur Miller himself was persecuted by the American government. *The Catcher in the Rye* and *Twelve Angry Men* were also written during the 1950s and feature the emotional undertones of the Red Scare. These stories embody the bitterness of the decade; they reflect the attitudes of Americans who were ostracized and punished for speaking out against a government that unjustly persecuted "communists" across the country. All of the novels in English 3 address the problems that come from creating scapegoats and acting on impulsively. The curriculum helps students put history in context by demonstrating how writers were affected by the events they experience.

**English 12**

**Full Year /5 Credits**

This course seeks to make important interdisciplinary connections so that students understand that information is not segmented and isolated. Students will discover the development of England and English as we experience some of the most pivotal points in English history, starting with *Beowulf*, which allows us to delve into the history and development of our language. "Sir Gawain and the Green Knight" and "L'Morte D'Arthur" allow us to learn about Medieval England, and our Shakespearean units grant us insight into The Renaissance and Elizabethan England. We also broach psychological connections with *Hamlet* and *Oedipus the King*, we learn about the science of disorders (in particular autism) in *The Curious Incident of the Dog in the Night Time*, and make philosophical connections with *Grendel*. Finally, and perhaps most importantly, we broach virtually all disciplines when conducting research for the research paper unit

**Advanced Placement English Language and Composition**  
**Prerequisite: AP Criteria**

**Full Year /5 Credits**

Open by invitation to qualified seniors, this course requires mature, skillful writing for a variety of purposes and insightful analytical reading of complex and varied texts from a wide range of time periods. Students will write in all four primary modes (exposition, narration, description and argumentation) and learn to develop their writing through conventional strategies such as compare/contrast, cause/effect, definition, division or analysis and example. Throughout the year students take timed AP exams in preparation for the May AP exam.

**Yearbook**  
**Teacher Recommendation Required**

**Full Year /5 Credits**

A yearbook tells stories in words and pictures. Producing a yearbook requires dedication, hard work, determination and organization. This challenging course produces Lodi High School's yearbook as its final work product. Students are required to gain proficiency with the yearbook online program, interviewing, writing, photography, editing, layout design and organizational skills. Students are selected for the course based upon their maturity level, trustworthiness, work ethic, writing and creative abilities.



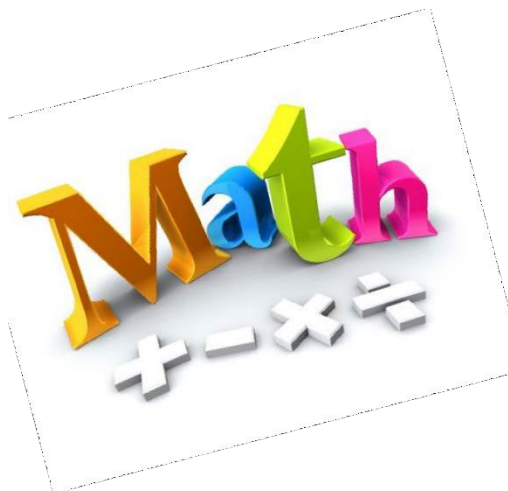
## English As A Second Language

### **English as a Second Language (Grades 9-12)**

**Full Year /5 Credits**

Beginner, Intermediate and Advanced English as a Second Language courses are designed to assist the second language learner develop and master communication skills in English. The beginner level focuses on basic grammar, vocabulary, reading and writing within the context of the content area. The intermediate and advanced levels introduce and reinforce higher level language skills. A multi-disciplinary approach is utilized, infusing history, social studies, science, public speaking, creative and expository writing and current events. ESL is weighted the same as a regular English course.

# Mathematics



**Supervisor: John Way**

## Graduation Requirement:

The New Jersey Department of Education requires all students to complete at least 15 credits in Mathematics including Algebra 1 and Geometry. Students are also required to complete 2.5 credits in Financial Literacy.

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

GRADES	COURSE	CREDITS
9	Algebra 1	5
	Honors Geometry	5
	Financial Literacy	5
10	Financial Literacy	5
	Geometry	5
	Honors Geometry	5
	Honors Algebra 2	5
11	Algebra 2	5
	Financial Literacy	5
	Honors Algebra 2	5
	Pre-Calculus	5
	Honors Pre-Calculus	5
	AP Statistics	5
12	Algebra 2	5
	Pre-Calculus**	5
	Honors Pre-Calculus**	5
	AP Calculus**	5
	AP Statistics	5
	Math for College & Career Readiness	5

# Mathematics Course Descriptions

## **Algebra 1 (Grade 9)**

**Full Year /5 Credits**

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

All students taking an Algebra 1 course will be required to take the New Jersey Algebra 1 End-of-Course Assessment sometime in the spring. The State may require a certain level of proficiency on this assessment as part of the public high school graduation requirements.

## **Geometry (Grade 10)**

**Full Year /5 Credits**

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

## **Honors Geometry (Grades 9 & 10)**

**Full Year /5 Credits**

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

## **Financial Literacy (Grades 9 & 10)**

**Full Year /5 Credits**

**This course is a high school graduation requirement.**

The purpose of this course is for students to demonstrate understanding about how the economy works and their own role in the economy. This will include the application of knowledge, skills and ethical values necessary when making consumer and financial decisions. In addition, the course will teach students the skills necessary to effectively manage personal finances, including money management, credit and debt management, insurance, saving and investing, and civic financial responsibility.

## **Algebra 2 (Grades 11 & 12)**

**Full Year /5 Credits**

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

## **Honors Algebra 2 (Grades 10 & 11)**

**Full Year/5Credits**

**Prerequisite:** Teacher recommendation, high performance in Algebra 1 and a grade of B- or better in Honors Geometry, or a grade of A or better in Geometry.

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

## **Pre-Calculus (Grades 11 & 12)**

**Full Year/5Credits**

**Prerequisite:** Teacher recommendation and successful completion of Honors Algebra 2, Algebra 2 with a grade of C or better, or Essentials of Algebra 2 with a grade of A or better.

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

## **Honors Pre-Calculus (Grades 11 & 12)**

**Full Year/5Credits**

**Prerequisite:** Teacher recommendation, plus a grade of B- or better in Honors Algebra 2, or a grade of A or better in Algebra 2.

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

## **AP Calculus- (Grade 12)**

**Full Year/5Credits**

**Prerequisite:** Pre-Calculus or Pre-Calculus Honors/Teacher Recommendation

This course is geared to building enduring mathematical understanding that requires students to understand the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of learning, Calculus is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representations throughout each course and to apply strategies and techniques to accurately solve diverse types of problems.

**AP Statistics (Grade 11 &12)****Full Year/5 Credits**

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

**Math for College & Career Readiness (Grade 12)****Full Year/5 Credits**

The course is directed to the student who wants to continue with a mathematical preparation that will be useful in whatever field the student pursues. The topics included: develop critical thinking skills, introduce set theory, number theory, and principles: explore the realm of probability and statistics and copious applications: Algorithms, Matrices, Graphs and Trees.



# SCIENCE

Supervisor: Thao Hansen

## Graduation Requirement:

The New Jersey Department of Education requires all students to complete at least 15 credits in Science, including Lab Biology, Lab Chemistry, and /or Physics, and/or Environmental Science, plus a third Laboratory/Inquiry-based Science.

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



	<b>COURSE</b>	<b>CREDITS</b>
	Biology-Lab/Inquiry Based	5
9	Botany	2
	Honors Biology-Lab/Inquiry Based	7
	Principles of Engineering 1	5
	Honors Chemistry-Lab/Inquiry Based	7
	Botany	2
	Integrated Science-Lab/Inquiry Based	5
	Honors Integrated Science-Lab/Inquiry Based	5
	Science in The News	2
10	Principles of Engineering 1	5
	Principles of Engineering 2**	5
	Construction Technology 1	5
	Construction Technology 2**	5
	Honors Anatomy & Physiology (SUMMER COURSE)	5
	Dynamics of Healthcare and Society	5
	AP Biology**	8
	Botany	2
	Chemistry-Lab/Inquiry Based	7
	Honors Chemistry-Lab/Inquiry Based	7
	AP Chemistry**	8
	Environmental Science-Lab/Inquiry Based	5
	Honors Environmental Science-Lab/Inquiry Based	5
	AP Environmental Science	5
11	AP Physics 1**	7
	Honors Anatomy & Physiology (SUMMER COURSE)	5
	Principles of Engineering 1	5
	Principles of Engineering 2**	5
	Construction Technology 1	5
	Construction Technology 2**	5
	Dynamics of Healthcare and Society	5
	Principles of Biomedical Sciences	2
	Computer Science Principles	5

	AP Biology**	8
	AP Chemistry**	8
	Botany	2
	Environmental Science-Lab/Inquiry Based	5
	Honors Environmental Science-Lab/Inquiry Based	5
	AP Environmental Science	5
	AP Physics 1**	7
12	Principles of Engineering 1	5
	Principles of Engineering 2**	5
	Construction Technology 2**	5
	Dynamics of Healthcare and Society	5
	Principles of Biomedical Sciences	2
	AP Computer Science Principles	5
	Honors Development Software	5

# Science Course Descriptions

## **Biology - Lab/Inquiry based (Grade 9)**

**Full Year/5Credits**

**Prerequisite: Completion of 8<sup>th</sup> Grade Science**

Biology is a laboratory course involving the study of living things. It deals with all kinds of natural phenomena including structure and function of cells, genetics, growth and development of organisms and evolution, and ecology as well as new developments in the biology field. Through the use of science and engineering practices, students will develop an understanding of the interdependent relationships in ecosystems and the cycles of matter and energy transfers between these ecosystems. They will examine the human impact on these systems and global climate change.

## **Honors Biology - Lab/Inquiry based (Grade 9)**

**Full Year/7Credits**

**Prerequisite: Teacher recommendation, successful completion of Honors Science in Grade 8, or a grade of A or better in either regular Grade 8 Science. Students should have also successfully completed Algebra 1.**

Biology Honors is a rigorous laboratory course utilizing science and engineering practices and crosscutting concepts to examine topics that include structure and function of cells and organisms, growth and development of organisms and evolution, biodiversity, natural selection, and the organization of matter and energy flow between organisms and their ecosystems. The role of water in Earth's surface processes and the carbon cycle will be examined. Students will develop an understanding of the interdependent relationships in ecosystems, the cycles of matter and the transfer of energy between ecosystems, and the human impact on these systems and global climate change. Students will work in lab groups, design experiments, and collect data to form conclusions. Mastery of the ability to make claims about data collected using evidence will enhance students' success in subsequent science courses.

## **Advanced Placement Biology (Grades 11 & 12)**

**Full Year/8Credits**

**Prerequisite: Teacher recommendation, successful completion of Biology or Biology Honors and Chemistry or Chemistry Honors with a grade of A- in Biology and Chemistry or a B- or better in Biology Honors and Chemistry Honors. Students should have also successfully completed Algebra 2.**

Advanced Placement Biology is a college course offered to seniors and honors juniors following mastery of first year high school courses in biology and chemistry. The class explores the complexities of cell biology, genetics, evolution, ecology, and the kingdoms of life. Students will be expected to assume the responsibilities associated with college level work including extra study time, advanced laboratory work, and a thorough reporting and interpretation of experimental data as it applies to theory. College Board guidelines are followed in shaping the course for preparation of the AP Biology Exam.

**Chemistry - Lab/Inquiry based (Grades 10 & 11)****Full Year/7Credits**

**Prerequisite:** Teacher recommendation and a grade of C or better in Biology. Completion of or concurrent enrollment in Algebra 2 or Algebra Honors 2, and completion of Algebra 1 and Geometry, both with a grade of C or better.

Chemistry is a lab science for the college bound student. Chemistry is the study of matter, its composition and structure and the interactions that it undergoes. Knowledge of core concepts is gained from observation of natural phenomena, study and experimentation, with emphasis on science and engineering practices to build critical thinking and problem-solving skills. Students will plan and conduct investigations to provide evidence to support models or claims about chemical processes. The course covers measurements, dimensional analyses, energy at different scales, quantum theory, classifications, chemical formulas, nomenclature, composition and reaction stoichiometry, forces and interactions in bonding, kinetic theory, chemical and nuclear reactions, acids and bases, and solutions. It will include chemistry of Earth materials and the role of water in Earth's surface processes.

**Honors Chemistry - Lab/Inquiry based (Grades 10 & 11)****Full Year/7Credits**

**Prerequisite:** Teacher recommendation, a grade of B- or better in Biology Honors/ Integrated Science Honors or a grade of A or better in Biology / Integrated Science. Completion of or concurrent enrollment in Algebra 2 or Algebra Honors 2, and successful completion of Algebra 1 and Geometry (B or better) or Algebra 1 Honors and Geometry Honors (B- or better).

Honors Chemistry is a hands-on, investigative, laboratory-based course emphasizing strong comprehension of matter, its structure and the interactions it undergoes on micro- scale and macro-scale levels. Theoretical concepts obtained from investigations of natural phenomena and laboratory observations to arrive at an understanding of chemical processes and earth materials systematically using science and engineering practices are fostered. Safe laboratory techniques and responsible use of lab equipment are practiced in preparation for AP Chemistry. Traditional topics are covered with an introduction to biochemistry, Earth's systems and human's impacts on these systems and global climate change. Formal laboratory reports and online research projects are required.

**Advanced Placement Chemistry (Grades 11 & 12)****Full Year/8Credits**

Advanced Placement Chemistry is a college course offered to seniors and honors juniors following mastery of first year high school courses in biology and chemistry. The class explores the chemical concepts covered in the first-year chemistry in more detail as well as more complex topics such as thermochemistry, kinetics, electrochemistry, and equilibrium. Students will be expected to assume the responsibilities associated with college level work including extra study time, advanced laboratory work, and a thorough reporting and interpretation of experimental data as it applies to theory. College Board guidelines are followed in shaping the course in preparation for the AP Chemistry Exam.

**Environmental Science - Lab/Inquiry based (Grades 11 & 12)****Full Year/5Credits****Prerequisite: Biology and Integrated Science**

Environmental Science is a junior/senior level science course designed for students to gain insight and an understanding of the balance that must exist between humankind and the environment. Students will study Earth systems, from its natural resources to hazards, through natural phenomena and investigations to evaluate both natural and man-made impacts on these systems and global climate change. With the use of science and engineering practices, students will be able to assess the associated risks and benefits of environmental policies and support their claims using evidence. Ultimately, this course will enable them to become more informed and conscientious agents of environmental change. The essential themes of the course include: introduction to environmental science, ecology, populations, air, water and land, Earth's natural resources, and our health and our future.

**Honors Environmental Science - Lab/Inquiry based (Grades 11 & 12)****Full Year/5Credits****Prerequisite: B+ in current Honors course or B- in current AP course**

In this course, students will spend half of the school year exploring biodiversity and the natural habitats of animals to arrive at an understanding of the coevolution of Earth's systems and life of Earth. The second half of the course will primarily focus on zoology studies. This course will help students understand the balance that must exist between mankind and the environment. Students will identify, analyze and evaluate both natural and man-made environments and the anatomy and physiology of animals that thrive in these environments. The behavior and interactions of the animals are analyzed throughout the course. Through the use of science and engineering practices and cross-cutting concepts. Students will be able to assess the associated risks and benefits of environmental policies and practices, make claims about human impact on global climate change and support these claims using evidence from investigations. Students will develop possible solutions and ultimately, become more informed and conscientious agents of environmental change!

**AP Environmental Science (Grade 11 & 12)****Full Year/5 Credits**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science and will include a strong lab and field investigation component. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The following topics describe the scope of the course and exam: Earth Systems and Resources, the Living World, Population, Land and Water Use, Energy Resources and Consumption, Pollution and Global Change.

**Integrated Science - Lab/Inquiry based (Grade 10)****Full Year/5Credits****Prerequisite: Biology**

Integrated Science offers a variety of basic science concepts in the field of chemistry, physics, Earth and space science. Mathematics will be used to develop models to support data gathered from the study of natural phenomena, experimentation, and online investigations. Science and engineering practices will be applied to solve real life problems. This will prepare the college bound student for Chemistry and Physics courses. A hands-on/STEM approach using the design process is employed to better convey the understanding of the topics.

**Advanced Placement Physics I (Grades 11 & 12)****Full Year/7Credits****Prerequisite:** Teacher recommendation, a grade of A- or better in H Algebra 2 or B+ in Pre- Calculus.

The AP Physics I course focus on the big ideas typically included in the first and second semesters of an algebra-based, introductory college-level physics sequence and provide students with enduring understandings to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Topics covered are kinematics, Newton's laws, circular motion and universal law of gravitation, simple harmonic motion, impulse and conservation of linear momentum, work, rotational motion, electrostatics, DC circuits, and mechanical waves and sound.

**Anatomy & Physiology (Grades 10 & 11) SUMMER ONLY****Summer/5 Credits**

Anatomy and Physiology is a laboratory course focusing on the major organ systems of various species in both healthy and diseased states. This college preparatory course will rely on live and computer-based virtual dissections to supplement student learning. Students will examine medical cases relevant to each unit of study in collaborative settings. Anatomy and Physiology will prepare students who are interested in a future in medicine, dentistry, nursing, optometry, physical therapy, occupational therapy, veterinary science and other medical-related fields.

**Botany (Grades 9,10,11, & 12)****Half Year/2 Credits**

In this course students investigate the growth, reproduction, anatomy, morphology, physiology, biochemistry, taxonomy, genetics, and ecology of plants. Laboratory and outdoor experiences will complement classroom activities. Career opportunities in the field of Agricultural Science with a degree in Botany will be explored along with each unit of study.

**Science in The News (Grade 10)****Half Year/2 Credits**

This course will provide students with opportunities to develop, practice, and apply their science skills from all disciplines in a news literacy context. In doing so, they will make more meaningful connections between STEM related topics and the ever-changing media world in which they live. Career opportunities in science fields will be explored in conjunction with the topic covered by articles utilized for lessons.

**Principles of Engineering I (Grade 9,10,11,12)****2-3 Credits**

This is an introductory course designed to instill engineering habits of mind through the design process; with emphasis on visualization and communication skills using drafting tools, a computer and a 3-D solid modeling software. This course will focus on the development of a design using basic drafting hand tools and then, computer software to produce, analyze, and evaluate models of the projects. Students will study the design concepts of form and function and then use state-of the-art technology to translate conceptual design into reproducible products



## **Principles of Engineering II (Grades 10,11,12)**

**5 Credits**

This is a second-year course designed to build upon the skills garnered in Engineering I and exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions to their peers.

## **Construction Technology I (Grades 10,11)**

**5 Credits**

This is an instructional program that will teach students the fundamentals of safety, shop tools, basic carpentry, electrical, and masonry skills and prepare them for continued education in the occupations of carpentry, electrical wiring, or construction.

Objectives:

- Master basic drafting tools and their application in the design process.
- Develop these designs using computer programs such as AutoCAD.
- Fabricate designs in the Construction Technology/Engineering Lab.  
\*\*reinforce basic math skills by incorporation of practical application.
- Build manual dexterity, attention to detail, and problem-solving skills.
- Attain marketable skills: use power tools safely, read blueprints, and plan projects and bring them to completion

## **Construction Technology II (Grades 10,11,12)**

**5 Credits**

This course is intended to develop a deeper understanding of the proper use and safety involved with woodworking stationary and portable power tools through the execution of advanced wood jointing used in the furniture making/home construction. Frame construction, door construction, drawer and drawer glides and associated hardware are covered. Students will explore advanced techniques, methods and technologies in the woodworking industry and develop an understanding of wood identification and the lumber industry, wood veneers, laminating and wood bending, finishing materials and techniques used in the furniture making/home construction technology. Lab work will include an approved project design, project programming for the computerized lathe and CNC router, and the finishing method of the required project.

## **Dynamics of Healthcare and Society (Grade 10,11,12) 5 Credits**

This elective course will cover some aspects of health (including nutrition) from a social science perspective. More than half of the course content will be devoted to consideration of health/life course/disease issues from a social science (sociological, anthropological, psychological, and/or economic) perspective. The rest of the course will focus on public policy related to health or education/counseling.

## **Principles of Biomedical Sciences (Grade 11,12)**

**2 Credits**

This elective course provides an introduction to biomedical science through engaging hands-on projects and problems. Students investigate concepts of biology and medicine as they explore different areas of health care, including forensic science, primary care, epidemiology, emergency medicine, and biomedical innovation. The activities and projects in this course will introduce students to human physiology, medicine and its impact on biological processes, and research methods and allow students to design experiments to solve problems.

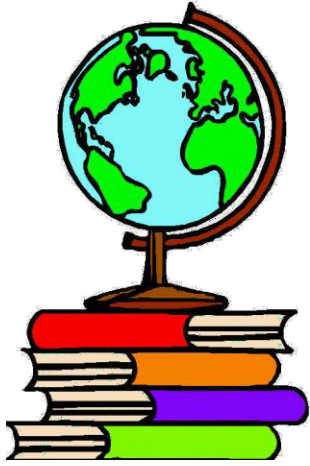
## AP Computer Science Principles (Grade 12) 5 Credits

This course is a broad introduction to a variety of fundamental topics in computer science through multi-media and Python. Using multi-media and Python, students will be introduced to important areas of computer science including abstraction, computer organization, representation of information, history of computing, ethics, and the development and evaluation of algorithmic solutions using an appropriate programming environment. Students will acquire knowledge of a broad range of computer science concepts. They will develop computational thinking skills and enhance their problem-solving abilities, while becoming proficient with Python programming, testing, and debugging. Students will also develop an understanding of the history of computer science, the societal impact of computing, and ethical issues associated with computing.

## Honors Software Development (Grade 12)

**5 Credits**

This course provides an introduction to the object-oriented design paradigm with an emphasis on problem solving, algorithm development, and implementation of algorithms as computer program in an object-oriented language. Other topics will include data representation, programming style, program testing and analysis of algorithms. Students will develop and practice the skills needed to write, modify, document, test, debug, and trace the operation of computer programs written in Java. They will gain familiarity with the features of an integrated development environment (IDE) through use of the BlueJ packages. Students will be able to apply the above skills to discover solutions of several practical problems from a wide range of disciplines.



# Social Studies

**Supervisor: Tom Manzo**

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**Graduation Requirement:**

The New Jersey Department of Education requires all students to complete at least 15 credits in Social Studies, including Modern World History/Geography, US History 1 & US History 2.

GRADES	COURSE	CREDITS
9	US History 1	5
	Honors US History 1**	5
10	US History 2**	5
	AP United States History 2**	5
11	World History	5
	Psychology	5
	AP Psychology**	5
	Sociology	5
11	Psychology	5
	AP Psychology**	5
12	Sociology	5
	AP US Government & Politics	5

# Social Studies Course Descriptions

## **United States History 1 (Grade 9)**

**Full Year/5 Credits**

This course deals with the development of the United States from its establishment to 1900. Major emphasis is on the American Revolution, Federalism, Jeffersonian, and Jacksonian Eras, Manifest Destiny, The Civil War and Reconstruction, Industrialization, and elected Presidents and their administrations are also studied in depth.

## **Honors United States History 1 (Grade 9)**

**Full Year/5Credits**

**Prerequisite: Recommendation from 8<sup>th</sup> Grade Social Studies**

Emphasis will be placed on mastery of a significant body of factual information, interpretation of documents, and writing critical essays. Topics include: life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth –century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, and industrialism. In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States History

## **AP United States History 2 (Grade 10)**

**Full Year/5 Credits**

**Prerequisite: Recommendation from Honors US 1**

This is Year Two of a Two-Year course designed to provide a college-level experience and preparation for the Advanced Placement (AP) examination to be taken in May of this year. Emphasis will be placed on mastery of significant body of factual information, interpretation of documents, and writing critical essays. Topics include: Populism, Progressivism, World War 1, the Jazz Age, the Great Depression, the New Deal, World War 11, The Cold War, the post- Cold War era, and the United States at the beginning of the twenty-first century. In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States history.

## **United States History 2 (Grade 10)**

**Full Year/5 Credits**

**Prerequisite: United States History 1**

This course deals with the development of the United States from 1900 to the present. Major topics include 20th Century Wars, The New Deal and Social Legislation, United States Foreign Policy, 20th Century Presidents and trends toward the 21st Century.

# Social Studies Course Descriptions (cont.)

## **World History (Grade 11)**

**Full Year/5 Credits**

The purpose of this course is to enable students to view and understand contemporary problems as products of complex historical, institutional, and environmental processes rather than isolated events. Students will survey the global causes and effects of the Industrial Revolution, including technological advances, the growth of urban centers, the growth of capitalism, and the changing social levels; upper middle classes, bankers, merchants and the new factory workers. This course will address the most important democratic and social changes in Europe during the 18th, 19th, and 20th centuries, which gave rise to European nationalism and imperialism. Students will analyze patterns of global change in the Era of New Imperialism in Africa, Asia, the Middle East, and the America. Students will explore the causes and consequences of World Wars 1 and 11, as well as their impact on the modern world.

## **Psychology (Grades 11 & 12)**

**Full Year/5 Credits**

Psychology is a challenging course that closely follows introductory college psychology. The topics covered include biological bases of behavior, sensation and perception, states of consciousness, cognition, learning, motivation and emotion. Students are selected for this course based on previous performance in social studies classes as well as by standardized test scores

## **AP Psychology (Grades 11,12)**

**Full Year/5 Credits**

**Prerequisite: AP Criteria/Teacher Recommendation Required**

The AP Psychology course is designed to introduce students to the systemic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

## **Sociology (Grade 11 & 12)**

**Full Year/5 Credits**

This course is organized to present an overview of the discipline of sociology. Also, of importance will be the socialization process of the individual. The institutions of religion, education, the family, the economy, and social structures are included. Sometime will be allotted to related current and world events.

## **AP United States Government and Politics (Grade 12)**

**Full Year/5 Credits**

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.



	<b>COURSE</b>	<b>CREDITS</b>
9	Business & Electronic Communication	5
	Introduction to Coding	5
10	Introduction to Coding	5
	Business & Electronic Communication	5
	Honors Intro to Information Technology	5
11	Honors Intro to Information Technology	5
	Multimedia & Web Design	5
	Accounting 1	5
	Business & Electronic Communication	5
	Introduction to Coding	5
	Business Law	5
	Accounting 1	5
12	Business Law	5
	Introduction to Coding	5
	Business & Electronic Communication	5
	Honors Intro to Information Technology	5
	Multimedia & Web Design	5
	Cooperative Work Experience	15
	ECS Office Assistant	5



# Business & Practical Art Course Descriptions

## **Honors Introduction to Information Technology (Grade 10,11,12)**

**Full Year/5 Credits**

**(This course is a dual enrollment course and can be taken for three credits through arrangement with Bergen Community College)**

This course focuses on computing tools, processes, and applications and their appropriate use in society. Topics include hardware, software, the Internet and web, communications and networking, and the effective use of related tools. Labs will provide hands-on activities relating to the course content. Students will also work in the online learning system called SNAP.

## **Multimedia and Web Design (Grade 11,12)**

**Full Year/5 Credits**

This course connects the ever-changing landscape of technology to an even faster paced business environment. Complete curriculum coverage includes topics in graphics, digital still media, interactive media, web design, web publishing, social networking, and cloud computing. Working in Adobe Photoshop, and google sites will increase employability skills for students as businesses demand for providers familiar with electronic publishing, graphics, web design, multimedia production and social networking tools grows. Students will be given opportunities for completing industry certification requirements.

## **Business and Electronic Communication (Grade 9,10,11,12)**

**Full Year/5 Credits**

This course will focus on the application of communication skills through a variety of business electronic practices. Technology will be used to create and deliver information to practice problem-solving situations, critical thinking and decision-making skills. This course will give the students the opportunity to identify and understand the concepts related to the Information Technology Career Cluster occupations using office technology applications. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will also examine and acquire knowledge of safe and secure work environments, determine ethics and social responsibilities in business practices and identify employability and personal skills needed to obtain a career and be successful in the workplace.

## **Business Law (Grade 11,12)**

**Full Year/5 Credits**

This course provides students with detailed knowledge of the laws relating to contracts, commerce, property, sales, negotiable instruments, and employment. Students develop an awareness of business situations requiring legal counsel and a familiarization with the overall structure of the legal system. Class emphasis includes areas such as contract law, employment law, and the courts systems. In addition, emphasis is placed on preparing the students to become ethical and law-abiding members of society. Students will work on numerous projects, complete independent as well as group study units, and have exposure to the computer as it relates to business. In addition, students will have full access to guest speakers, field trips, such as but not limited to: the Bergen County Courthouse & Jail, and Mock Trial Competition

**Accounting I (Grade 11,12)****Full Year/5 Credits**

This first-year accounting course will give students a background in the basic accounting procedures used to operate a business. The accounting procedures presented will also serve as a sound background for employment in office jobs and preparation for studying business concepts in college. This course is a study of the basic principles of recording financial information and the classification and interpretation of accounts, financial reports, and statements. Students will select and apply appropriate solutions to problem solving and decision-making situations. They will also analyze ethical dilemmas and decide on an appropriate course of action.

**Cooperative Work Experience Seminar: (Grade 12 Only)****Full Year/15 Credits**

Cooperative Education is an arrangement between the school and the business community to assist students in receiving work experience through an actual supervised “hands-on” experience and related classroom instruction. Students will attend school in the morning and go to regularly scheduled, paid, part-time employment in the afternoon. The related class includes career planning in the development of office and marketing skills, human relations skills and those attitudes necessary to attain ones career goals and objectives. This class is for 12<sup>th</sup> graders. Students do not have to have a job when they sign up for the course as the school has some job contacts. All students should speak to the teacher once they have signed up for the class.

**Introduction to Coding (Grade 9-12)****Full Year/5 Credits**

This course is a full-year introductory computer science course. The course will cover topics on problem solving, web development, programming interactive games and animations, and the use of the Internet in today’s society. Students will be empowered to create coding projects and engage with computer science as a medium for creativity, communication, problem solving, and fun.

**ECS Office Assistant****Full Year/5 Credits**

As Educational Community Service (ECS) Assistants, students have the opportunity to develop employable skills by assisting faculty/staff in various offices in the school building. These offices include the Nurse, Media Center, Guidance, Vice Principal, and Band Director Offices. Through service learning they are developing college and career readiness skills in the areas of leadership, communication, organization, office management, and effective use of technology. They work with administrators to problem solve and implement strategies to improve the school learning environment and the social emotional needs of the school community.

# Fine & Performing Arts

Supervisor: Loredona D'Urso

## Graduation Requirement:

The New Jersey Department of Education requires all students to complete at least 5 credits (1 full year course or two semester courses) in practical art

	COURSE	CREDITS
9	Exploratory Art	5
	Choir/Honors Chamber Choir	5
	Piano	5
	Band/Honors Instrumental Music	5
10	Honors Music Theory	5
	Choir/Honors Chamber Choir	5
	Exploratory Art or Art 1	5
	Piano 1 & 2	5
	Band/Honors Instrumental Music	5
11	Ceramics	5
	Honors Music Theory	5
	Exploratory Art or Art 1 or Art 2 Honors	5
	AP Studio Art: Drawing	5
	Choir/Honors Chamber Choir	5
	Piano 1 & 2	5
	Band/Honors Instrumental Music	5
12	Honors Music Theory	5
	Exploratory Art/Art1,2 Honors	5
	AP Studio Art: Drawing	5
	Ceramics	5
	Choir/Honors Chamber Choir	5
	Piano 1 & 2	5
	Band/Honors Instrumental Music	5

# Fine & Performing Art Course Descriptions

## **Exploratory Art (Grade 9-12)**

**Full Year/5 Credits**

The Exploratory Art Course is intended to provide a broad and basic visual art experience. It provides exploration in the elements and principles of art. Students will use a variety of media within the scope of Fine Arts, and Crafts. Through analysis and exposure in the lives of famous artists, it also stimulates a connection and understanding of style and genre in the history of art.

## **Art I (Grade 10-12)**

**Full Year/5 Credits**

**Prerequisite: Exploratory Art**

The Art I course is intended to provide experience in, and understanding of the elements and principles of art by creating original two and three-dimensional artwork. The students will develop their visual perception, skill & creative self-expression as they explore a variety of art media.

## **Art II Honors (Grade 11-12)**

**Full Year/5 Credits**

**Prerequisite: Art 1**

The third-year art course is designed to continue the visual art experience in a variety of drawing, painting, and sculptural media while developing the student's heightened visual perception, skills and creative insights. The students participate in assignments that integrate the elements of art and principles of design with their personal artistic expression and style. A drawing pad is required for this course.

## **AP Studio Art: Drawing (Grade 11,12)**

**Full Year/5 Credits**

The Drawing Portfolio is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc.

## **Ceramics (Grade 11, 12)**

**Full Year/5 Credits**

**Prerequisite: Exploratory Art**

This course is designed to introduce students to the basics of Ceramics and the techniques of rendering in a three-dimensional space. The students will learn; various hand-building techniques, terminology associated with Ceramics, the production of functional and nonfunctional pottery as well as sculptural objects. Students will research and demonstrate technical, historical, aesthetic, and cultural ideas.

Students will also learn about various sculptural techniques and have the opportunity to create sculptures in clay. Students will study types of glazes and methods of glazing, so they are able to choose glazes that will enhance the final outcome of their piece. Firing techniques will also be discussed. Instructor demonstrations, class presentations, and critiques are designed to give the students a better understanding of aesthetics, history and will increase student's life skills and problem-solving abilities. Students are expected to take notes on art vocabulary and terms and process steps during demonstration in a notebook/sketchbook.

This course requires a high commitment to the safe and responsible use of materials, tools, and equipment. Students will be engaged in daily cleanup activities and should be willing to get involved in all aspects of the Ceramic classroom.

### **Choir (Grade 9-12)**

**Full Year/5 Credits**

The purpose of the concert choir is to provide the opportunity for students to participate in the choral music classroom with no prior singing experience. Students will work on the fundamentals of good singing and choral harmony. Repertoire consists largely of four and five part choral writing in varied musical genre.

### **Honors Chamber Choir (Grades 10-12)**

**Full Year/5 Credits**

The purpose of the madrigal choir is to provide the more advanced students the opportunity to attain the highest skill levels in choral singing, posture, breathing, phrasing style and interpretation. Repertoire consists largely of late sixteenth century English and Italian Madrigals. Emphasis is placed on unaccompanied solo voices.

### **Piano (Grades 9-12)**

**Full Year/5 Credits**

In this course, students will be learning the basics of playing piano. It is both an instructional and performance-based class. They will be exploring a variety of music theory concepts (notes, rhythms, and chords) while learning how to play and compose music on the piano. There will also be an emphasis on self-discipline. Students will keep a binder of song handouts, worksheets, and a practice log. They will have opportunities to perform for the rest of the class. Because the pianos will have headphones, there will be individual practice time each period.

### **Piano 2 (Grades 10-12)**

**Full Year/5 Credits**

**Prerequisite: Piano 1 or by Teacher Recommendation**

Students will further advance the skills they learned in the beginner piano course (Piano 1). Students will learn to play more advanced music and the skills and techniques necessary for this higher level of music making. Through independent practice in the class, skills such as scales, chords, improvisation, sight reading, and more.

### **Band/Honors Instrumental Music (Grades 10-12)**

**Full Year/5Credits**

The band class is designed to act as the core of the instrumental music performing groups at Lodi high school (concert band, marching band, Jazz ensemble, pit orchestra, etc.). The course is an advanced level performing group experience with the following prerequisites: (1) every student must play a band instrument, (2) every student should have a good background in music fundamentals and be able to play independently, and (3) every student must have access to a band instrument. The design of the band class is to enable all students interested in studying their band instrument at an advanced level the opportunity to do so in a school setting. A rotating lesson period once a week acts as a lab to the band class experience. The basic performance responsibilities for students will include two dress rehearsals and two evening concerts. Additional performance opportunities may include assemblies football games, parades, competitions, musicals, and festivals if students wish to expand the group performance experience. Research has shown that instrumental music instruction will enhance the students' awareness of the arts and reinforce related fields of study (math and linguistics).

# Health & Physical Education



Supervisor: Pat Tirico

## Graduation Requirement:

The New Jersey Department of Education requires all students to complete at least 3.75 credits/year of enrollment distributed at 150 minutes per week in Physical Education, Health & Safety which will count toward graduation requirements.

### **Physical Education (Grade 9-12)**

**Credits: 3.75**

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

### **Health Education (Grade 12)**

**Credits: 1.25**

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

### **Health Education (Grades 11)**

**Credits: 1.25**

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

### **Driver Education (Grade 10)**

**Credits: 1.25**

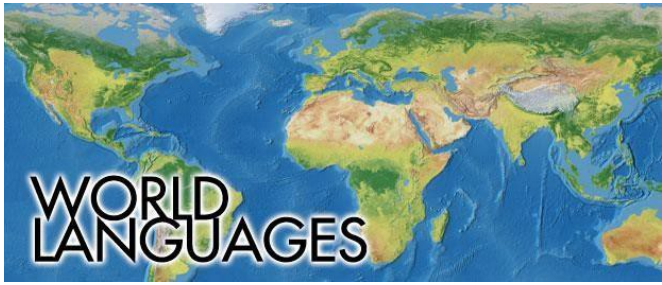
Grade 10 students are assigned to Driver Education as part of their Physical Education course. Seniors who missed the opportunity may also take the course.

### **Health Education (Grade 9)**

**Credits: 1.25**

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

# World Language



**Supervisor: Loredona D'Urso**

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**Graduation Requirement:**

The New Jersey Department of Education requires all students to complete at least 5 credits in a foreign language.

The aim of instruction in world languages is to develop the skills of listening, speaking, reading, and writing as a means of effective communication. Also, it is intended to develop in our students an understanding of foreign people and of their culture. Most colleges require at least two years of a foreign language. The State of New Jersey recommends that students be encouraged to continue the World Language program begun in Middle School for four years. He/she may plan for a four-year program in French or Spanish. The ultimate length of the sequence in languages will depend upon future registration. All students should plan on a three to four-year high school sequence as well as the study of a possible second foreign language.

GRADES	COURSE	CREDITS
9	Spanish 1/Spanish 1 Native	5
10	Spanish 2/Spanish 2 Native	5
11	Spanish 3/Spanish 3 Native	5
12	Spanish 4 Honors/Spanish 4 Native	5
	AP Spanish Language and Culture	5

# Spanish Course

## Descriptions

### **Spanish 1**

**Full Year/5 Credits**

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

### **Spanish 2**

**Full Year/5 Credits**

**Prerequisite: Spanish 1**

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

### **Spanish 3**

**Full Year/5 Credits**

**Prerequisite: Spanish 2**

Level 3 courses continue to pursue the same objectives as Level 1 and 2. There is a thematic-based approach requiring students to communicate in authentic activities using appropriate phrases and structures. Expectations of student performance increase as linguistic skills become more challenging. Cultural reading material of increasing literary merit is read and analyzed both orally and in writing. Literary selections are supplemented by outside reading in the foreign language. The classes are conducted primarily in the target language. Students considering more competitive colleges are strongly urged to enroll in the third and fourth level of language study.



# Spanish Course Descriptions (cont.)

## **Spanish 4 Honors**

**Full Year/5 Credits**

**Prerequisite: Spanish 3 Course and Honors Criteria/Teacher Recommendation Required**

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

## **AP Spanish Language and Culture (Grade 12)**

**Full Year/5Credits**

**Prerequisite: Spanish 4H and AP Criteria/Teacher Recommendation Required**

This class concludes the five-year sequence of Spanish Language and Culture courses offered at the high school. Completion of levels 1 through 4 or Spanish for Heritage Learners 2 and 3 is required prior to this course. The course is a semester-long course, completed in 18 weeks of ninety-minute classes on a four by four block schedule. All students are expected to take the AP Spanish Language and Culture exam. This course is conducted entirely in Spanish, offering students opportunities to demonstrate their proficiency across the modes of communication: Interpretive, Interpersonal, and Presentational. All students broaden their knowledge of the various cultures that comprise the Spanish-speaking world through the thematic approach of the AP Spanish Language and Culture course.

# French Course

## Descriptions

GRADES	COURSE	CREDITS
9	French 1	5
10	French 2	5
11	French 3 Honors	5
12	French 4 Honors	5
	AP French Language and Culture	5

### French 1

**Full Year/5 Credits**

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

### French 2

**Full Year/5 Credits**

**Prerequisite: French 1**

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

### French 3 Honors

**Full Year/5 Credits**

**Prerequisite: French 2/Teacher Recommendation Required**

Level 3 courses continue to pursue the same objectives as Level 1 and 2. There is a thematic-based approach requiring students to communicate in authentic activities using appropriate phrases and structures. Expectations of student performance increase as linguistic skills become more challenging. Cultural reading material of increasing literary merit is read and analyzed both orally and in writing. Literary selections are supplemented by outside reading in the foreign language. The classes are conducted primarily in the target language. Students considering more competitive colleges are strongly urged to enroll in the third and fourth level of language study.

# French Course Descriptions (cont.)

## **French 4 Honors**

**Full Year/5 Credits**

**Prerequisite: French 3 and Honors Criteria/Teacher Recommendation Required**

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

## **AP French Language and Culture**

**Full Year/5 Credits**

**Prerequisite: French 4H and AP Criteria/Teacher Recommendation Required**

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

The AP French language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).



# Felician University - Lodi High School Academy of Research & Advanced Academics (ARAA)

## Program Design

### Application Process:

- 8th Grade Honors students are invited to apply to the Academy Program via an online application program where they must upload the following:
  - 3-5-minute video
  - Essay (500 words or less) on why the student would like to participate in the Academy Program and how they plan to contribute to the program
  - TJMS transcript
  - E-Portfolio Application
- The selection committee then reviews the applications and invites the most competitive students to interview.

### Upon Acceptance:

- Starting freshman year, students accepted into the Academy Program take a rigorous course load of all honors courses. Courses that are not traditionally “honors” courses require that the Academy Students complete an independent study research assignment with the guidance of the classroom teachers throughout the school year that culminates into a presentation to the class.

Beginning the summer after sophomore year, students will be able to take courses at Felician University for college credit. Students may take up to 6 credits per semester (36 total before graduating high school).

## Junior Academy Program

### Making the Transition from TJMS to LHS Seamless

**TJMS** → → → → **LHS**

8th Grade Honors Algebra 1 students have the opportunity to take their Algebra 1 Honors course at Lodi High with Lodi High School math teachers in order to provide students with further high school preparation and a seamless transition to the high school Honors and Advanced Placement Program.



Special Education  
Student Support  
Services

Kevin Ahearn,  
Interim Director of  
Special Services

Leslie Borbon, M.A.  
School Psychologist

Idelma O'Rourke, M.A.  
School Psychologist

Maria Vicente, M.A.T.  
Learning Dis. Teacher –  
Consultant

Elisa Steccato, M.A.  
School Psychologist

LeAnne Waldron-  
Lampone, M. ED  
Learning Dis. Teacher –  
Consultant

Alexa Farnese, M.A.  
School Psychologist

Christine Way, M. ED  
Learning Dis. Teacher –  
Consultant



Karen Pasquin, M.S.W.,  
C.S.W.  
School Social Worker

Stephanie Flores, L.C.S.W.  
School Social Worker

Beatriz Barros, M.S.W,  
L.C.S.W.  
School Social Worker

Frances Luna  
Department Secretary

Jo Libin  
Department Secretary

Julie Tatis  
Department Secretary

The Child Study Team (CST) is a group of dedicated professionals who provide consultative, evaluative, and prescriptive services to students, teachers and parents.

# SPECIAL EDUCATION AND STUDENT SUPPORT SERVICE COURSE PLANNING

Supervisor of Special Education: Joseph LeConte

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

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

## Inclusion/Collaborative Classes

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

## Resource Center Classes

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

# LODI HIGH SCHOOL STEP PROGRAM

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ROGRESS



## Program Description

The Lodi High School STEP Program is a dynamic small learning community that utilizes a 21<sup>st</sup> century blended learning program of study (traditional small group instruction combined with self-paced online instruction). The STEP program utilizes proven best practices of instructional and motivational strategies and interventions to maximize each student's potential for success. The STEP Program staff consists of specially trained Lodi High School content area teachers and a certified teacher assistant.

## Eligible Students

STEP Program candidates are identified by the Lodi High School Intervention and Referral Services Team, school counselors and administration. STEP Program candidates are those who have experienced difficulty in one or more of the following areas:

- ❖ Insufficient credits earned/at-risk to not graduate due to poor grades or poor attendance
- ❖ Recurring disciplinary referrals
- ❖ Declining or a substantial loss of interest in school

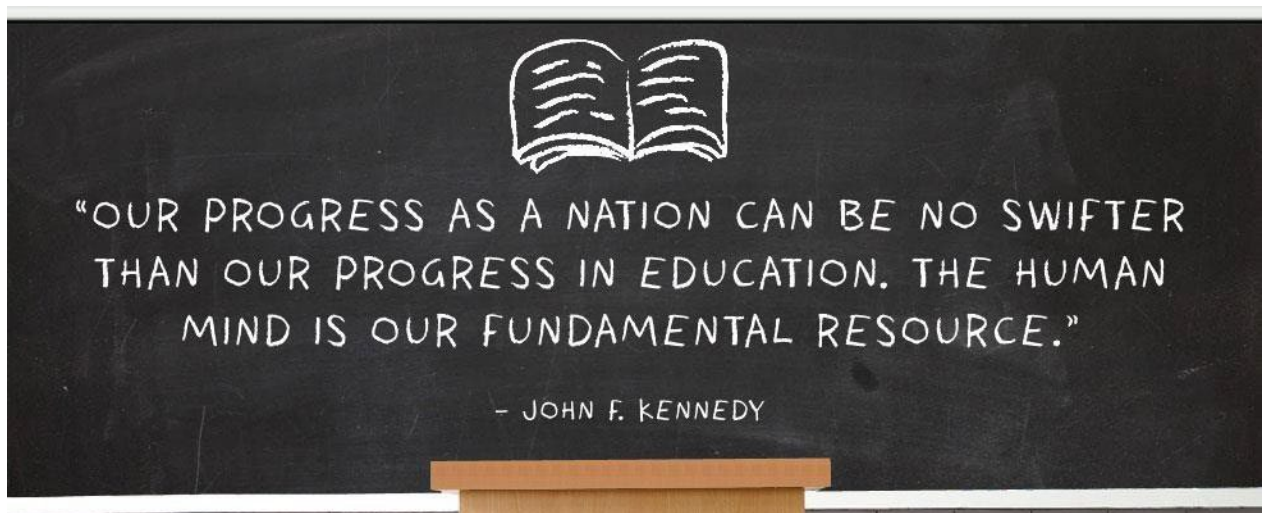


# LODI HIGH SCHOOL STEP PROGRAM (CONT.)

## Program Design

As a small learning community of approximately 10-15 students, the STEP Program has its own classroom equipped with a computer lab to support its blended learning program of study.

- ❖ Each student has his/her personal STEP Program Advisor who shall serve as a supportive and motivational positive role model.
- ❖ Each student receives frequent academic counseling and support
- ❖ Each student receives the opportunity to participate in reward activities and trips for on-task behaviors and academic progress



## Exit and Transition Support

Each student will undergo frequent performance reviews throughout the year to determine his/her present level of functioning and performance. Any student who is identified as eligible to transition out of the program will work with his/her STEP advisor and guidance counselor to develop a transition support plan. The STEP team will continue to monitor the student's progress outside of the program. Any student who needs to return to the program may do so at any time.

# STUDENT ACHIEVEMENT PROGRAM

The following are the minimum interventions required to prevent failure for all students who have a "live" Gradebook average of 69 or below.

## SAP PROCEDURES

The teacher shall make an attempt to schedule a remedial session with the student before or after school or during a common free period during the day to complete the assignment. Teachers may use the student's study hall and/or lunch periods to provide intervention.

The student may not receive a grade higher than a 65 (D) on the re-test or alternative assessment. If the student misses one scheduled session with that teacher within one marking period, then all future opportunities provided for the completion of assignments for that marking period, with that teacher will be referred to SAP. If the student does not complete the assignment before the end of the marking period, then the assignment will be marked as a zero. Conferences are encouraged and should be documented in the teacher's communication log.

\*Please note that Fine Arts students must complete assignments/tests in the fine arts room by appointment with the teacher.

★  
EVERY  
ACCOMPLISHMENT  
STARTS WITH  
THE DECISION  
TO TRY.

**Puzzled?**



*We can help put  
the pieces together.*

## LHS GUIDANCE DEPARTMENT

Christine Orosz, Supervisor of Guidance  
Vivian Cangialosi, Administrative Assistant

Nicole Dorfman, School Counselor

Carissa Werlitz, School Counselor

Ashley Lewis, School Counselor

Geraldine Passano, School Counselor/Student  
Assistance Counselor

Our mission is to provide a comprehensive school counseling program that facilitates each student's personal/social, academic and career development. Our mission supports all facets of the educational environment in all three domains of the American School Counselors Association Model; academic, personal/social and career awareness. The ultimate objective is to help students strengthen their unique skills and abilities and to arm them with the requisite skills necessary to participate in a global community as responsible citizens.

### **OUR COUNSELORS BELIEVE:**

- All Students can learn and should be given the opportunity to do so;
- All students have dignity and worth and have the right to be served by a comprehensive school counseling program;
- Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members;
- All students' ethnic, cultural, racial differences and special needs are Considered in planning and implementing the school wide program;

## OUR COUNSELORS STRIVE TO

Provide academic, career, personal and social development for every student;  
Be student-centered;  
Be data-driven. Data will be used in assessing the needs and effectiveness of the school counseling program and will drive future program development and evaluation;  
Abide by the professional school counseling ethics as advocated by the American School Counselor Association; and  
Participate in professional development essential to maintain a quality school counseling program.

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

- Orientation for incoming 9th Grade students
- Standardized Tests—ACT ASPIRE, ASVAB, PSATS, AP, PARCC, NJBCT
- Career planning
- The high school curriculum
- College information
- Career and technical schools information
- Career opportunities relating to school subjects
- Military information
- I&RS/504 Planning and Implementation



These group sessions with counselors are available to all students at the appropriate stages of their academic and career development.

# LHS GUIDANCE PROGRAMS OFFERED

Super Instant Decision Day

FAFSA Day

College Kick-Off Week

Career Week

Bergen Community College Decision Day

NJ Stars Information Session

HESAA Information Session

Mascot Acceptance Letter Delivery Day

Bergen County Sheriff's Department & Prosecutor's Office Presentations

National College Decision Day

Interview Skills Workshop

SAT/ACT Registration Assistance

College Fair Trips

Naviance Career & Post-Secondary Planning Lessons

LHS Alumni Panel

Student Activities Fair

Heroes & Cool Kids

Respect Crew

Scholarship Awards Night

