

2024 - 2025

# RIVER DELL REGIONAL HIGH SCHOOL



## **PROGRAM OF STUDIES**

### MISSION STATEMENT

“To challenge students to reach their potential by nurturing each student’s intellectual, social, physical, and emotional growth.

We strive to promote a healthy work ethic, a passion for life-long learning, and a respect for one’s self and others in order to develop well-educated and responsible citizens for a diverse community and an ever-changing world.

Through continuous, active involvement among the community, Board of Education, administration, faculty, and students, we commit ourselves to maintaining a clean and safe environment in which each student is valued and respected.”

# Message From The Principal

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River Dell High School Families:

I'm excited to announce the release of the 2024-2025 River Dell High School Program of Studies. This comprehensive resource is designed to assist students and staff with scheduling, offering a menu of options along with brief descriptions of the diverse courses available at River Dell. By providing this information, we aim to empower students to make thoughtful choices and actively participate in mapping out their educational paths. We believe that this proactive approach will contribute to a more informed and engaged student body.

We recommend students work collaboratively with their families, school counselors and teachers to ensure they select studies that both prepare them for the next chapter, and appropriately challenges them as they continue their education at River Dell High School.

High School is a time to challenge students and create the best educational and social experience possible. I wish everyone luck as you continue creating your path to success.

**GO HAWKS!**

Brian Pepe  
Principal  
River Dell High School

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# River Dell Regional High School

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## CENTRAL OFFICE

**Dr. James J. Albro**.....Superintendent  
**Ms. Trude Engle**.....Business Administrator/Board Secretary  
**Mr. Vito DeLaura**.....Assistant Superintendent for Curriculum, Instruction and Technology Education

## HIGH SCHOOL ADMINISTRATION

**Mr. Brian Pepe** .....Principal  
**Mr. Brandon Flanagan**.....Assistant Principal  
**Ms. Tiffany Correa**.....Assistant Principal  
**Mrs. Erin Kirkby**.....Director of Student Personnel Services  
**Mr. James Cooney**.....Director of Special Services  
**Ms. Jennifer Ali**..... Supervisor of Math  
**Dr. Lisa Torres**.....Supervisor of Social Studies/English  
**Mr. Marc Wachter**..... Chief Information Technology & Infrastructure Officer  
**Mr. Denis Nelson**..... Director of Athletics

## COUNSELING DEPARTMENT

**Ms. Jeanine Farfalla**.....Grade 9 A-Fa, Grade 10 A-DeJ, Grade 11 A-C, Grade 12 A-Co  
**Mr. Brian DiUbaldo**.....Grade 9 Fe-Kim, Jul, Grade 10 DeL-J, Grade 11 D-Ke, Grade 12 Cp-I  
**Mrs. Lauren Garcia**.....Grade 9 Kim, Jus-Nag, Grade 10 K-Mon, Grade 11 Ki-McH, Grade 12 J-Mif  
**Mrs. Rachael Anderson**.....Grade 9 Nah-Schn, Grade 10 Mor-Scho, Grade 11 Me-Rod, Grade 12 Mil-Sca  
**Mrs. Jaclyn Amadeo**.....Grade 9 Schw-Z, Grade 10 Schw-Z, Grade 11 Ros-Z, Grade 12 Sch-Z  
**Mr. Derek Giorgio**.....Student Assistance Counselor

**Grade 9 subject to change**

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# GRADUATION ASSESSMENT REQUIREMENTS

## Classes of 2024 and 2025

### English Language Arts and Literacy (ELA)

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test (see Table 5 below); or
- **Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

### Mathematics

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test (see Table 5 below); or
- **Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

**Table 5: Second Pathway—Menu of Substitute Competency Tests**

| ELA  | Mathematics   |
|--|---|
| <p>One of the following:</p> <ul style="list-style-type: none"> <li>▪ ACT Reading</li> <li>▪ Accuplacer WritePlacer</li> <li>▪ Accuplacer WritePlacer English Second Language</li> <li>▪ PSAT10 Evidence Based Reading and Writing (EBRW)</li> <li>▪ PSAT10 Reading</li> <li>▪ PSAT/NMSQT EBRW</li> <li>▪ PSAT/NMSQT Reading</li> <li>▪ SAT EBRW</li> <li>▪ SAT Reading</li> </ul> | <p>One of the following:</p> <ul style="list-style-type: none"> <li>▪ ACT Math</li> <li>▪ Accuplacer Elementary Algebra</li> <li>▪ Accuplacer Next-Generation QAS</li> <li>▪ PSAT10 Math Section or PSAT/NMSQT Math Section</li> <li>▪ PSAT10 Math or PSAT/NMSQT Math</li> <li>▪ SAT Math Section</li> <li>▪ SAT Math Test</li> </ul> |

The graduation assessment requirements outlined above reflect the most up-to-date information as of February 2024. Requirements are subject to change by the NJ Department of Education.

For the most current, comprehensive information, please visit:  
[https://www.nj.gov/education/assessment/requirements/2023\\_2025.shtml](https://www.nj.gov/education/assessment/requirements/2023_2025.shtml)

**Students must complete 120 credits that include the following:**

1. 20 credits of Language Arts Literacy
2. 15 credits of Social Studies-1 year World Civilizations, 1 year US History I, 1 year US History II
3. 15 credits of Lab Sciences
4. 15 credits of Mathematics
5. 10 credits of the same World Language
6. 20 credits of Physical Education/Health/Driver Education
7. Five credits of visual/performing arts
8. Five credits in Career/Family/Life Skills
9. One half-credit year (2.5 credits) of Financial Literacy

## Pupil Promotion

For promotion in grades 9-12, the following accumulation of credits is required:

- Grade 9 to 10 = 30 credits
- Grade 10 to 11 = 60 credits
- Grade 11 to 12 = 90 credits

**ELECTIVE COURSE REQUIREMENTS**

| Visual/ Performing Arts<br>5 credits required | Career/Family/Life Skills<br>5 credits required | Career/Family/Life Skills<br>5 credits required<br>(continued)... |
|---|---|---|
| <b><u>FINE ARTS</u></b>                       | <b><u>ART</u></b>                               | <b><u>SCIENCE</u></b> (continued)...                              |
| Drawing & Sculpture                           | Intro to Photography & Digital Design           | Human Anatomy & Physiology  |
| Painting & Printmaking                        | Advanced Photography                            | SUPA Forensic Science   |
| Honors Studio Art                             | Advanced Digital Design                         | SUPA Earth Science  |
| AP Studio Art                                 | AP 2D   |   |
|   | Art and Computer Science                        | <b><u>STEM</u></b>  |
| <b><u>MEDIUM EXPLORATION</u></b>              | Sports & News Broadcast Journalism              | Intro to Computer Programming 101                                 |
| Intro to Ceramics & World Crafts              | TV Production I, II, III                        | Computer Systems and Networking                                   |
| Advanced Ceramics                             | Advanced Media Project***                       | SUPA Cyber Security   |
| Advanced World Crafts                         |   | AP Computer Science Principles                                    |
| AP 3D   | <b><u>BUSINESS</u></b>                          | AP Computer Science A   |
| Intro to Photography & Dig Design             | Business Management/Marketing                   | Coding  |
| Advanced Photography                          | Accounting*                                     | Robotics  |
| Advanced Digital Design                       | Money Management*                               | Intro to Engineering Design (PLTW)                                |
| AP 2D   | Hospitality & Tourism*                          | STEM  |
|   | Law in Modern Society                           |   |
| <b><u>DIGITAL ARTS</u></b>                    | Personal Financial Management*                  | <b><u>SOCIAL STUDIES</u></b>                                      |
| Intro to Photography & Dig Design             | SUPA Economics of Personal Finance              | Psychology  |
| AP 2D   | Honors International Business*                  | SUPA Psychology   |
| TV Production I, II, III                      | SUPA Economics                                  | SUPA Sociology  |
| Advanced Media Project***                     |   | SUPA Principles & Contemporary Issues in Sports Management        |
| Art and Computer Science                      |   | Constitutional Law & Civil Rights                                 |
| Sports & News Broadcast Journalism            | <b><u>ENGLISH</u></b>                           |   |
|   | Drama*  | <b><u>OTHER</u></b>   |
| <b><u>ENGLISH</u></b>                         | Public Speaking*                                | Teen Pep  |
| Drama*  | Journalism in the Digital Age                   | School to Work  |
| Public Speaking*                              | Creative Writing*                               | Senior Internship***  |
| Creative Writing*                             | Film Analysis                                   | Vo Tech   |
| Journalism in the Digital Age                 | Writing for the Screen                          |   |
| Film Analysis                                 | Spark the Passion                               | <b>Financial Literacy</b>   |
| Writing for the Screen                        | Horror, Mystery, Fantasy & Science Fiction      | <b>2.5 credits required</b>                                       |
|   |   |   |
| <b><u>MUSIC</u></b>                           | <b><u>MATH</u></b>                              | Money Management*   |
| Concert Choir***                              | AP Statistics                                   | Personal Financial Management*                                    |
| Select Choir**                                | Statistics                                      | SUPA Economics of Personal Finance                                |
| Band  |   |   |
| Marching Band*                                | <b><u>SCIENCE</u></b>                           |   |
| History of Rock & Roll/Guitar 101             | Science Research****                            |   |
| <b><u>STEM</u></b>                            | Astronomy                                       |   |
| Intro to Engineering Design (PLTW)            |   |   |

- \* Designates ½ year courses
- \*\* BY AUDITION ONLY
- \*\*\* Semester or Year Course
- \*\*\*\* 3 Year Program

# NCAA Eligibility Requirements

In order to be eligible to play sports in a Division I or II university or college, you must graduate from high school and complete a curriculum of at least 16 core courses. Required courses are listed below by Division.

Any student who intends to participate in Division I or II athletics as a college freshman, must register and be certified by the NCAA Initial-Eligibility Clearinghouse.

## NCAA Division I Initial-Eligibility Requirements

### Core Courses: (16)

- ◆ Initial full-time collegiate enrollment on or after August 1, 2016:
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
    - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
- ◆ *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

### Test Scores: (ACT/SAT)

As of January 2023, standardized test scores are not required for all student-athletes who initially enroll full-time on or after August 1, 2023. During the 2023 NCAA Convention, Divisions I and II adopted legislation to remove standardized test scores for these students. The vote was based on the recommendation from the Standardized Test Score Task Force, a specialized group charged with reviewing initial-eligibility requirements as part of the NCAA's eight point plan to advance racial equality.

### Core Grade-Point Average:

- ◆ Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use the list as a guide.
- ◆ **Initial full-time collegiate enrollment on or after August 1, 2016:**
  - Core-course GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

| DIVISION I<br>Core-Course Requirement (16)  | DIVISION I—as of 2016<br>Qualifier Requirements   | DIVISION I—as of 2016<br>Academic Redshirt Requirements  |
|---|---|--|
| 4 years of English  | *Athletics aid, practice, and competition   | *Athletics aid, practice (no competition)  |
| 3 years of Math (Algebra I or higher)   | • 16 core courses   | • 16 core courses  |
| 2 years of natural/physical science<br>(1 year of lab if offered)   | - Ten (10) core courses completed<br>before the start of seventh semester.<br>Seven (7) of the 10 must be in<br>English, math or natural/physical<br>science. | - No grades/credits "locked in"<br>(repeated courses after the seventh<br>Semester begins may be used for<br>Initial eligibility). |
| 1 year of additional English, math or<br>natural/physical science   | • "Locked in" for core-course<br>GPA calculation.   | • Graduate from high school.   |
| 2 years of social science   | • Graduate from high school.  |  |
| 4 years of additional courses (any<br>area above, foreign language or<br>Comparative religion/philosophy) |   |  |

## Division II Initial-Eligibility Requirements

### Core Courses

- ◆ **Division II currently requires 16 core courses.** See the chart below.
- ◆ **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

### Test Scores (ACT/SAT)

As of January 2023, standardized test scores are not required for all student-athletes who initially enroll full-time on or after August 1, 2023. During the 2023 NCAA Convention, Divisions I and II adopted legislation to remove standardized test scores for these students. The vote was based on the recommendation from the Standardized Test Score Task Force, a specialized group charged with reviewing initial-eligibility requirements as part of the NCAA's eight point plan to advance racial equality.

### Grade-Point Average

- ◆ Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- ◆ The current **Division II** core GPA requirements is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200.
- ◆ The minimum **Division II** core GPA required to receive Athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000.
- ◆ Remember, the NCAA core GPA is calculated using NCAA core courses only.

| <b>DIVISION II<br/>16 Core Courses</b> |   |
|--|---|
| 3                                      | years of English  |
| 2                                      | years of mathematics (Algebra I or higher)  |
| 2                                      | years of natural/physical science (1 year of lab if offered by high school).                            |
| 3                                      | years of additional English, mathematics or natural/physical science.                                   |
| 2                                      | years of social science.  |
| 4                                      | years of additional courses (from any area above, foreign language or comparative religion/philosophy). |

### **NO EDUCERE COURSES ARE APPROVED BY NCAA**

The following **elective** courses **ARE** approved by the NCAA:

|                          |                       |                       |
|--------------------------|-----------------------|-----------------------|
| Anatomy & Physiology     | Law in Modern Society | SUPA Forensic Science |
| AP Environmental Science | Psychology            | SUPA Italian          |
| AP Government & Politics | Public Speaking       | SUPA Psychology       |
| AP Statistics            | Statistics            | SUPA Sociology        |
| Constitutional Law       | SUPA Earth Science    |                       |
| Creative Writing         | SUPA Economics        |                       |

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).



# Athletic Eligibility

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## NJSIAA eligibility rules state:

1. An athlete cannot participate in interscholastic athletics if they have reached the age of nineteen (19) prior to September 1st of any year.
2. To be eligible for athletic competition during the first semester (September 1 to January 31), a student must have passed 25% of the credits (30) required by the State of New Jersey for graduation (120), during the immediately preceding academic year.
3. To be eligible for athletic competition during the second semester (February 1 to June 30), a student must have passed the equivalent of 12.5% of the credits (15) required by the State of New Jersey for graduation (120) at the close of the preceding semester (January 31).
4. Notwithstanding the provisions of Paragraph 2 and 3 above, a pupil who is eligible at the beginning of a sports season shall be allowed to finish that season.
5. No student athlete can participate in more than 8 consecutive semesters.
6. **Senior athletic requirement:** Seniors who are taking 15 or fewer credits their first semester ***MUST*** pass all their classes and may not W/F from any course in order to participate in a spring sport.

# Advanced Placement

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## ADVANCED PLACEMENT

On June 10, 2013, the Board of Education adopted the following requirements for admission to Advanced Placement:

1. Teacher recommendation
2. Guidance Counselor recommendation
3. 90+ average in previous class
4. Enrollment limited to two AP concurrent courses (third with Principal's approval)
5. Excellent attendance record
6. Required summer assignment
7. Required parent-student/Department meeting in spring semester before fall course
8. AP Exams required
9. Use AP Potential in recommending students for AP
10. Enculturation of students and parents as to seriousness of academic programs leading to AP courses and parents as to seriousness of academic programs leading to AP courses (AP program by invitation only)
11. Students who do not take the AP Exam will have their transcripts reflect honors not AP

## PLEASE NOTE

Most colleges and universities in the U.S. have an AP policy granting incoming students credit, placement, or both, on the basis of their AP Exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades. Students seeking credit through their AP grades should note that each college determines the nature and extent of its policies for awarding advanced placement, credit, or both.

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# SUPA Syracuse University Project Advance

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## SYRACUSE UNIVERSITY PROJECT ADVANCE

Syracuse University Project Advance is a cooperative program between Syracuse University and River Dell that allows high school students to enroll in Syracuse University courses. Teachers who are also adjunct SU instructors teach these classes in the high school, and they follow the curriculum and guidelines established by the University. The Project Advance program enables high school students to gauge their ability to do college work prior to full-time college study. Upon successful completion of a Syracuse University course, students are awarded SU transcripts that record credits earned. These credits are transferable to hundreds of colleges and universities nationwide. **PLEASE NOTE THAT THERE IS A PER-CREDIT TUITION CHARGE ASSOCIATED WITH SU COURSES**, although this charge is significantly discounted and financial aid is available to eligible students. There is an array of courses designed for those students who are capable of doing college-level work while still in high school. (Most of these courses are intended for seniors, but there are several that are available to juniors.) Students who take the course but not for college credit will have their transcripts reflect an honors class instead of SUPA. For their River Dell transcript, SUPA classes are weighted the same as AP.

| High School  | College   | Course Code        |
|--|---|--------------------|
| SUPA The Economics of Personal Finance (3 college credits) | The Economics of Personal Finance                       | ECN 305            |
| SUPA Economics (3 college credits)                         | Economics Ideas and Issues                              | ECN 203            |
| SUPA English (6 college credits)                           | Practices of Academic Writing Class and Literary Texts  | WRT 105<br>ETS 181 |
| SUPA Cyber Security (3 college credits)                    | Intro to Cyber Security                                 | CPS 155            |
| SUPA Forensic Science (4 college credits)                  | SUPA Forensic Science                                   | CHE 113            |
| SUPA Earth Science (4 college credits)                     | Earth System Science                                    | EAR 203            |
| SUPA Sociology (3 college credits)                         | Social Perspectives of Human Behavior—Sociology 101     | SOC 101            |
| SUPA Psychology (3 college credits)                        | Psychology  | PSY 205            |
| SUPA Sports Management (3 college credits)                 | Principles and Contemporary Issues in Sports Management | SPM 205            |
| SUPA Italian (4 college credits)                           | Intermediate Italian                                    | ITA 201            |

## Bergen Community Partnership Program

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River Dell High School has partnered with Bergen Community College to offer a comprehensive Dual Enrollment Program for RDHS students to earn college credit by taking the courses they would already enroll in at River Dell. These courses are taught by our teachers, who met college-level educational standards. The opportunity is available to high school sophomores, juniors and seniors who have demonstrated academic readiness and received the recommendation of their counselor, school administrator, and parents. Upon successful completion of a BCC course, students are awarded a BCC transcript that records credits earned. These credits are transferable to all public institutions in NJ and many other colleges and universities nationwide. **PLEASE NOTE THAT IN ORDER TO RECEIVE BCC CREDIT, STUDENTS MUST COMPLETE THE REQUIRED REGISTRATION FORM AND PAY A PER-CREDIT TUITION CHARGE.** There is a wide array of courses eligible for the BCC partnership program, including:

| High School                        | College                | Course Code        |
|------------------------------------|------------------------|--------------------|
| Sports & News Broadcast Journalism | Intro to Journalism    | Com-201, 3 credits |
| Statistics                         | Statistics             | Mat-150, 3 credits |
| Constitutional Law & Civil Rights  | American Government    | Pol-101, 3 credits |
| French 4/Honors French 4           | French 2               | Lan-200, 3 credits |
| Mandarin 3                         | Mandarin 1             | Lan-116, 3 credits |
| Mandarin 4                         | Mandarin 2             | Lan-276, 3 credits |
| Spanish 4                          | Spanish 2              | Lan-230, 3 credits |
| Honors Spanish 4                   | Intermediate Spanish 1 | Lan-231, 3 credits |
| Spanish 5/Honors Spanish 5         | Intermediate Spanish 2 | Lan-232, 3 credits |
| Italian 3                          | Italian 2              | Lan-220, 3 credits |
| Italian 4                          | Intermediate Italian 1 | Lan-221, 3 credits |
| Astronomy                          | Astronomy              | Phy-111, 4 credits |

These courses are weighted the same on our River Dell transcript, regardless of whether or not students elect to take the course for BCC credit.

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# Selection of a Program/Course Placement

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Selecting courses is the combined responsibility of the student, counselor, and parents. There are ample opportunities to learn about courses, and students' programs should reflect their abilities, interests, and future aspirations. Students will have the opportunity to change their minds about the courses they wish to take, but **once final approval is given for a student's schedule, changes cannot be made.** Avail yourself of all the opportunities at River Dell, and remember, you have four years to experience a wide range of academic opportunities. Course placements are determined by teachers' recommendations, which are based on pupil performance, attendance, and motivation.

## **RECOMMENDATION PROTOCOL**

1. Students who meet the requirements for a specific course are automatically placed in that course.
2. Teacher recommendation is part of the process.
3. Any concerns regarding course placements should be directed to the student's school counselor.

# Bergen County Vocational Technical High School Satellite Program

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River Dell students who are entering grades 9, 10, 11, and 12 may elect to attend the Bergen County Vocational-Technical Satellite Program in Paramus for a shared-time schedule of one half-day at River Dell and one half-day at Bergen Tech. The goal of this program is to equip the student with the skills of an employable trade upon graduation from high school. Trade-oriented subjects and one academic (Typically Physical Education) are taught at Bergen Tech, in Paramus, and required academic courses are completed at River Dell. Transportation to and from River Dell Regional High School is provided by the District. Some of the typical career programs offered include:

|   |  |
|---|--|
| Automotive Collision Repair (9th and 10th grade only)   | Computer Networking & Telecommunications         |
| Automotive Technology, A.S.E. (9th and 10th grade only) | Environmental Design                             |
| Cosmetology (9th grade only)                            | Healthcare Occupations (9th and 10th grade only) |
| Culinary Arts/Pastry Arts                               | Skin Care/Esthetics                              |
| Green Building Trades (9th and 10th grade only)         | Veterinary Assistant/Animal Care                 |
| Media Production  |  |

## **ACADEMIC COURSES AVAILABLE**

Based on enrollment/subject to change

## **PHYSICAL EDUCATION**

*For a detailed list of course descriptions, please visit: [BCTS.BERGEN.ORG](http://BCTS.BERGEN.ORG)  
and click on the BCTS-Paramus tab*

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# Rockland County BOCES Vocational Technical High School Satellite Program

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Whether students plan to go on to college or enter the workforce, Rockland BOCES Career & Technical Education (CTE) programs offer a wide range of courses to satisfy students' diverse interests and abilities.

Many Rockland BOCES CTE programs offer students the opportunity to earn high school and college credit simultaneously, thanks to articulation agreements with area colleges. Students can also earn state and national industry certifications, and a Career and Technical Endorsement on a high school diploma. CTEC's Class of 2013 earned \$1.5 million in scholarships and awards; 65 completers also attained industry certification.

And CTE programs help students gain employability skills — such as problem-solving, teamwork and leadership — to help them grow and succeed throughout the course of their careers.

Training takes place in state-of-the-art shops and classrooms through internships and competitions. Instructors are industry experts.

When they complete their studies, Rockland BOCES CTE students are ready to take what they've learned to the next level, whether they continue their education at a two- or four-year college or technical school, or move directly into the workplace.

## **Rockland BOCES Career & Technical Education Center (CTEC)**

Whether you plan to enter the workforce or go on to college, the Rockland BOCES CTEC has a wide range of courses to satisfy the diverse interests and abilities of all students. Industry certifications, college credits and potential internship opportunities are available and vary by program. Classes meet daily, Monday through Friday. Students attend either the morning (8 a.m.-10:25 a.m.) or afternoon (11:30 a.m.-2:15 p.m.) session.

## **Career & Technical Education (CTE) Courses**

Courses available to juniors and seniors. Academic credits in math, science, English, health, and art can be earned in some courses. CTE students may also have an opportunity to enroll in SUNY Rockland Community College's High School Enrichment Program and earn college credits at a reduced tuition rate while still attending their CTEC classes. Articulation Agreements with other colleges and institutions also exist. CTE courses include:

Animal Science I, II

### **AUTOMOTIVE TECHNOLOGY ACADEMY**

Certified Auto Collision & Welding Technology I, II  
NATEF/ASE Certified Automotive Technology I, II  
Automotive Technology I, II

### **CONSTRUCTION TRADES ACADEMY**

Carpentry I, II  
Electrical I, II  
Plumbing I, II  
Welding & Fabrication I, II

Cosmetology I, II  
Culinary Arts I, II  
Cyber Technology I, II  
Criminal Justice I, II  
Digital Design & Marketing I, II

**Career Services Programs (CSP) available to students in 9th-12th grade with special needs. CSP courses include:** Animal Services, Automotive Services, Automotive Collision Services, Building & Landscaping Services, Business Services, Food & Hospitality Services.

### **HEALTH CAREERS SCIENCE ACADEMY**

#### **(in order of rigor)**

*(All students must take an English and math placement test to determine appropriate placement in a course.)*

Health Science Fundamentals (2nd year students only)  
Certified Medical Assisting  
Certified Nurse Assisting  
Principles of Health Occupations  
New Visions Health **\*Seniors ONLY,**  
**Separate Application Process**

*For a detailed list of course descriptions please visit: [rocklandboces.org](http://rocklandboces.org) and click on the Career & Technical Education tab*

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# River Dell Regional High School

## COURSE DESCRIPTIONS

### 2024-2025

## Art & TV

The following chart outlines the courses offered by the Art Department.

| Fine Arts  | 3D Design                        | 2D Design                             | TV                     |
|--|----------------------------------|---------------------------------------|------------------------|
| Drawing & Sculpture  | Intro to Ceramics & World Crafts | Intro to Photography & Digital Design | Intro to Television    |
| Painting & Printmaking   | Advanced Ceramics                | Advanced Photography                  | TV Production 2        |
| Honors Studio Art  | Advanced World Crafts            | Advanced Digital Design               | TV Production 3        |
| AP Studio Art  | AP 3D                            | AP 2D                                 | Advanced Media Project |
| <b>ADDITIONAL ART &amp; TV ELECTIVES</b>   |                                  |                                       |                        |
| Art & Computer Science   |                                  | Sports & News Broadcast Journalism    |                        |
| <i>All courses meet either Fine Art or Career/Life Skills graduation requirements.</i> |                                  |                                       |                        |

**Drawing & Sculpture**  
 Grades 9-12  
 5 credits/full year  
 NO PREREQUISITE

This introductory course is for students who wish to develop their drawing skills and prepare for more advanced art courses. They apply their perceptual skills to drawing and sculpture. Students learn traditional techniques and use a variety of materials and processes. For students pursuing a Fine Arts sequence, this course serves as the foundational course for Painting & Printmaking, Honors Studio Art and AP Studio Art.

**Painting & Printmaking**  
 Grades 9-12  
 5 credits/full year  
 NO PREREQUISITE

This course is designed to allow students to expand their knowledge of color and its application both in painting and printmaking. Students are exposed to the works of important artists to enhance their personal creativity. They work with a variety of materials, such as acrylics, and learn new printmaking techniques such as monotype and linoleum block printing.

**Honors Studio Art**  
Grades 11-12  
5 credits/full year

**PREREQUISITE:**  
Drawing & Sculpture and/  
or Painting & Printmaking  
**and**  
teacher recommendation

The Honors Studio Art course is for students who are ready for an advanced art curriculum and it is also the prerequisite for the Advanced Placement Studio Art course.

In Honors Studio Art, students will develop a range of conceptual approaches, inventiveness, the expressive manipulation of the form, as well as the knowledge of compositional organization.

However, if a student is not interested in pursuing AP Studio Art, they can still enroll in this course and at the completion of the class, the student will have art work suitable for a art college entrance portfolio and/or supplementary portfolio.

**Advanced Placement Studio Art**  
Grades 11-12  
5 credits/full year

**PREREQUISITE:**  
Honors Studio Art **and** all  
AP criteria (pg. 9)

The Advanced Placement Studio Art course enables highly motivated students to pursue college-level work in studio art while still in high school. Scores for AP Studio Art are not based on a written examination. Instead, candidates submit a portfolio of work for evaluation at the end of the school year. The guidelines for the AP Studio Art portfolios have been designed to accommodate a variety of interests and approaches to art. The three skills in the course are:

- Inquiry and Investigation—investigate materials, processes and ideas.
- Making Through Practice, Experimentation, and Revision—Make works of art and design by practicing experimenting and revising.
- Communication and Reflection—Communicate ideas about art and design.

**Introduction to Ceramics and World Crafts**  
Grades 9-12  
5 credits/full year

**NO PREREQUISITE**

Introduction to Ceramics and World Crafts, introduces students to the world of decorative arts from various cultures throughout the world. Students research historical and contemporary crafts to inform their work. Form and function come together in this class as students learn the basic hands-on techniques of clay, glass, paper and textiles.

For students pursuing a 3D Design sequence, this course serves as the foundational course for Advanced Ceramics, Advanced World Crafts and AP 3D.

**Advanced Ceramics**  
Grades 10-12  
5 credits/full year

**PREREQUISITE:**  
Introduction to Ceramics  
and World Crafts

In Advanced Ceramics students continue to develop their skills through the use of advanced-level ceramic processes. There is an emphasis on the pottery wheel as well as the use of hand-building techniques. Students are encouraged to utilize their skills to further develop their own personal style while developing new concepts and techniques.

Upon completion of this course, students may continue to explore 3D design in Advanced World Crafts or apply this course as a prerequisite for AP 3D.

**Advanced  
World Crafts**  
Grades 10-12  
5 credits/full year

**PREREQUISITE:**  
Introduction to Ceramics  
and World Crafts

In Advanced World Crafts students continue to investigate world cultures and use this knowledge to create informed work. They apply advanced craft techniques as they apply the elements and principles of 3D design while pursuing themes that engage them.

Upon completion of this course, students may continue to explore 3D design in Advanced Ceramics or apply this course as a prerequisite for AP 3D.

**Advanced Placement  
3D**  
Grades 11-12  
5 credits/full year

**PREREQUISITE:**  
Advanced Ceramics and/  
or Advanced World Crafts  
**and** AP criteria (pg. 9)

In the Advanced Placement 3D art course, students explore three dimensional physical space and materials while working on self-generated individual projects at the college-level. Scores for AP 3D are not based on a written examination. Instead, candidates submit a portfolio of work for evaluation at the end of the school year. The guidelines for the AP 3D portfolio have been designed to accommodate a variety of interests and approaches to 3-dimensional art. The three skills explored in the course are:

- Inquiry and Investigation—investigate materials, processes and ideas.
- Making Through Practice, Experimentation, and Revision—Make works of art and design by practicing experimenting and revising.
- Communication and Reflection—Communicate ideas about art and design.

**Introduction to  
Photography &  
Digital Design**  
Grades 9-12  
5 credits/full year

**NO PREREQUISITE**

Intro to Photography & Digital Design explores the relationship between photography and graphic arts. Students will produce black and white prints using traditional darkroom techniques and delve into digital imagery using professional software programs. Through a variety of real-world design challenges, students will investigate the ever-evolving career path of graphic arts.

A 35mm camera, SLR, or Point & Shoot camera is recommended, but not required. All software is provided by River Dell. From this course, students will have the foundation necessary to enroll in Advanced Photography and/or Advanced Digital Design.

**Advanced  
Photography**  
Grades 10-12  
5 credits/full year

**PREREQUISITE:**  
Intro to Photography &  
Digital Design

This course combines traditional and digital imaging techniques. Advanced Photography offers students who have completed Introduction to Photography & Digital Design the opportunity to take their photography skills to a higher level. A 35mm or digital camera is recommended, but not required. Students are expected to pursue themes that engage them, while exploring the Elements and Principles of Design.

Upon completion of this course, students may continue to explore 2D design in Advanced Digital Design or apply this course as a prerequisite for AP 2D.



**Advanced  
Digital Design**  
Grades 10-12  
5 credits/full year

PREREQUISITE:  
Intro to Photography &  
Digital Design

In Advanced Digital Design, students expand their understanding of the elements and principles of design while broadening their software knowledge and graphic versatility. Building on the skills they acquired in Introduction to Photo and Digital Design, students further develop their own personal design style.

Upon completion of this course, students may continue to explore 2D design in Advanced Photography or apply this course as a prerequisite for AP 2D.

**Advanced Placement 2D**  
Grades 11-12  
5 credits/full year

PREREQUISITE:  
Advanced Photography and/or  
Advanced Digital Design  
and  
all AP criteria (pg. 9)

The Advanced Placement 2D course enables highly motivated students who have special interest in photography and/or digital design to produce a college-level portfolio working in the darkroom, digitally or a combination of both. Scores for AP 2D are not based on a written examination. Instead, candidates submit a portfolio of work for evaluation at the end of the school year. The guidelines for the AP 2D portfolio have been designed to accommodate a variety of interests and approaches to art. The three skills explored in the course are:

- Inquiry and Investigation—investigate materials, processes and ideas.
- Making Through Practice, Experimentation, and Revision—Make works of art and design by practicing experimenting and revising.
- Communication and Reflection—Communicate ideas about art and design.

**Intro to Television**  
Grades 9-10  
5 credits/full year

NO PREREQUISITE

Introduction to Television Production is the first in a series of four levels of television production courses. Students will learn the skills needed to create their own video projects. These skills include brainstorming, writing, videotaping, acting, editing and time management.

**TV Production II**  
Grades 10-11  
5 credits/full year

PREREQUISITE:  
TV Production I

Television Production II provides the opportunity for students to build on the skills they learned in Introduction to Television Production. Students will prepare news stories, interviews, documentaries and short films for possible RDTV telecast. This course is the second in a series of four courses.

**TV Production III**  
Grades 11-12  
5 credits/full year

Minimum grade of 85 or  
better in TV II  
**and/or** teacher  
recommendation

PREREQUISITE:  
TV Production II

Students in Television Production III work in cooperative learning groups to conceive and create stories and studio productions for RDTV, the River Dell High School television station, the River Dell web page and the RDTV YouTube channel. Students have the opportunity to be involved in the technical upkeep and operation of the RDTV television studio and in the creative development of RDTV programming.

**Advanced Media  
Project**  
Grade 12  
5 credits/full year

PREREQUISITE:  
TV Production III

The Advanced Media Project in Television Production is an independent study program. A senior and teacher collaborate to tailor an education experience to the students' interest. Interested students need to submit a proposal during their junior year.

**Art and Computer  
Science**  
Grades 10-12  
5 credits/full year

NO PREREQUISITE

This course explores the process of innovation and design thinking as it relates to both visual arts and computer science. Topics addressed in the course include collaboration, ideation, data visualization, product design, prototyping, interface design, user experience design, 3D printing, drafting, architecture and more. Class activities are based on design, science, and technology careers that employ skills learned through project work. Students that enjoy art and design, technology and creative challenges are encouraged to take this class.

**Sports and News  
Broadcast Journalism**  
Grades 10-12  
5 credits/full year

PREREQUISITE:  
Intro to Television **or**  
TV/Media teacher approval

Sports and News Broadcast Journalism involves creating and reporting for television. Students will learn the basics of reporting news and sports, how to "tell the story", visually and verbally. Students will develop concepts, plan scripts, and produce stories. The class will provide hands on experience interviewing, filming video, audio creation, and non-linear editing.

# Business Education

| BUSINESS COURSE SELECTIONS  |  |   |   |   |
|---|--|---|---|---|
|   | Grade 9                                      | Grade 10  | Grade 11  | Grade 12  |
| <p><b>Electives*</b></p> <p><i>*Electives are not cumulative and do not have prerequisites.</i></p> <p><i>*Electives may be taken concurrently with other electives or with required courses.</i></p> | <p><b>Business Management/ Marketing</b></p> | <p><b>Business Management/ Marketing,</b></p> <p><b>Law in Modern Society,</b></p> <p><b>Accounting,</b></p> <p><b>Hospitality &amp; Tourism</b></p> <hr/> <p><b>Money Management</b></p> <p style="text-align: center;">or</p> <p><b>Personal Financial Management</b></p> | <p><b>Business Management/ Marketing,</b></p> <p><b>Law in Modern Society,</b></p> <p><b>Accounting,</b></p> <p><b>Hospitality &amp; Tourism</b></p> <hr/> <p><b>Money Management</b></p> <p style="text-align: center;">or</p> <p><b>Personal Financial Management</b></p> <p style="text-align: center;">or</p> <p><b>SUPA Economics of Personal Finance</b></p> <hr/> <p><b>Honors International Business</b></p> <hr/> <p><b>SUPA Economics</b></p> | <p><b>Business Management/ Marketing,</b></p> <p><b>Law in Modern Society,</b></p> <p><b>Accounting,</b></p> <p><b>Hospitality &amp; Tourism</b></p> <hr/> <p><b>Money Management</b></p> <p style="text-align: center;">or</p> <p><b>Personal Financial Management</b></p> <p style="text-align: center;">or</p> <p><b>SUPA Economics of Personal Finance</b></p> <hr/> <p><b>Honors International Business</b></p> <hr/> <p><b>SUPA Economics</b></p> |

# Business Education

## **Business Management/Marketing** Grades 9-12 5 credits/full year

**NO PREREQUISITE**

**Business Management**—Would you like to learn exactly what “business” is? If so, this course gives students a solid foundation of the business world. We first learn what the primary functions of a business are, the effects of globalization, and the importance of effectiveness and efficiency.

Then students will be taught a strong understanding of the US’s Economic Philosophy and Government Structure and how ours compares with various other country’s Government Structures and Economic Philosophies. Students then learn the tools the Federal Reserve Bank uses to strengthen our economy. A current economic look of our country is discussed.

Finally, students learn about the different types of businesses, including proprietorships, partnerships, and various forms of corporations.

Working in groups of two, one of the culminating projects includes a team-building PowerPoint Presentation that is developing and writing a partnership agreement, including problem solving, presentational and public speaking skills. Students will also complete other projects involving opening their own business (Entrepreneurship) and learn about the various government agencies and how they affect the businesses in the United States.

**Marketing**—Are you interested in why people buy various products they buy such as a Snuggie? Do you understand the dynamics as to how to sell products? In this course, students learn and practice the four P’s of the Marketing Mix: Product, Price, Place, and Promotion. In addition, they will learn about the importance of a SWOT analysis, market research techniques, how to create and critique print advertisements and marketing plans, examine the relationship between marketing and the economy, and explore careers in Marketing. The various forms of marketing will be taught including print, online, TV, billboards/buses/etc.

## **Accounting** Grades 10-12 2.5 credits/one semester

**NO PREREQUISITE**

Are you interested in learning the foundation of business? This course is for a student who wishes to have a basic understanding of accounting and are possibly thinking about accounting as a career choice. This course teaches students how to account for a newly formed proprietorship called “Tech Know Consulting.”

Students will learn basic accounting concepts of the accounting equation and debits and credits. Students will be brought through the accounting cycle including journalizing in the general journal, posting to the general ledger, developing and working with an Accounting Worksheet, adjusting entries, Income Statement, Balance Sheet, and closing entries.

The students will also learn checking account procedures, as well as reconciling bank statements and GAAP. These skills will prepare students to continue studies in the field of accounting and/or business. Students will prepare and analyze final income statements and balance sheets.

**Money  
Management**  
Grades 10-12  
2.5 credits/one semester

NO PREREQUISITE

Would you like to learn how to avoid your own possible future personal fiscal cliff? Money Management is designed to give students the tools that will enhance their knowledge to develop financial security as required by the NJ Department of Education. The course includes the following topics: career exploration, calculating net pay, checking account procedures, reconciling personal bank statements, preparing a 1040EZ and 1040A Federal income tax return, compounding interest methods, investment strategies, investment essentials, and credit-related issues. Supplemental topics will also be discussed such as buying vs. leasing a car. Students will also use several web-based resources that further supplement this course that will hopefully teach students to use credit wisely in their future and to hopefully enjoy a financially secure future in addition to learning how to make the best personal finance choices in their future. This course meets the Financial Literacy Requirement.

**Hospitality &  
Tourism**  
Grades 10-12  
2.5 credits/one semester

NO PREREQUISITE

Have you ever wondered what it's like to work or be part of the hospitality & tourism industry? This course provides students with the opportunity to learn the structure and scope of the travel/tourism and hospitality industries. The course covers the introduction of hospitality and tourism, careers in the industry, soft skills and operational areas. Tourism and Hospitality careers are not like a never-ending vacation. This fast-changing, dynamic and highly competitive field expects well-trained hospitality. Hospitality sector or hospitality industry is one of the major parts of service industry. In this world of technology, people are more aware of new adventurous places, also many countries are supporting tourism more as it is becoming one of the biggest sources of revenue as well as employment.

**Law in Modern  
Society**  
Grades 10-12  
5 credits/full year

NO PREREQUISITE

This course introduces students to the basic principles of law and the legal system. Students will study criminal law, juvenile justice, consumer law, family law, civil law contemporary issues in law, and focus on various types of torts. Students will participate case studies, role-playing activities, will hear guest speakers from local law enforcement agencies, and may take a field trip to the Bergen County Court House and the Bergen County Jail. This is a great introduction course for those who may be interested in pursuing law in the future.

**Personal Financial  
Management**  
Grades 10-12  
2.5 credits/one semester

Get the theoretical and practical skills you need to take control of your personal finances and make informed choices about loans, credit cards, investments, savings, taxes and more.

Students will learn how to calculate gross and net pay. How to complete a 1040EZ and 1040A, calculate compound interest methods, Budgeting, Checking Accounts management, investing in Stocks/Bonds/Mutual Funds, learn about and the importance of Credit Scores, and how to use credit cards to your advantage. Buying vs. leasing a car and Retirement Planning will be additional topics.

This will be a more financially based course, hence more challenging than Money Management. The pace will be faster as well.

This course meets the Financial Literacy Requirement.

**Syracuse University  
Project Advance  
The Economics of  
Personal Finance**

Grade 11-12  
5 credits/full year  
3 college credits  
Tuition Fee

**NO PREREQUISITE**

**The Economics of Personal Finance (ECN 305)**

This three-credit course is an Economics course. It applies the fundamental Economic problem—how to efficiently allocate (finite) resources in order to most effectively meet (infinite) human wants and needs—to the study of Personal Finance. In this context, the course covers vocabulary, institutional structures, concepts, and issues to take on the problem of most efficiently allocating finite financial resources to effectively meet students' wants and needs as households in terms of gaining and preserving financial security, now and throughout their lives. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

**Honors International  
Business**

Grades 11-12  
2.5 credits/one semester

**PREREQUISITE:**  
**Marketing and  
Business Management**

Do you like to travel? Are you bilingual? Or, are you interested in conducting business around the world? “International Business” involves students in the study of international trade, global competition, trade barriers, cultural and social factors, language differences, nonverbal communication, ethnocentrism, economic & political systems, various structures of international business organizations, exporting methods, developing an exporting plan, steps in developing an international business plan, US Agencies that aid in International Business. In addition you will learn about culture and customs in business settings, government and political influences on business, foreign exchange, and product planning for International Business.

As a culminating project, students will create an “International Business Plan,” which will include a plan to create and open a business in a foreign country. Students start out by choosing a country that interests them. They will then research their chosen country, analyze the foreign market, assess political & legal restrictions, plan & organize global business operations, develop an exporting plan, develop a business plan in addition to product planning. Students will also be required to research multiple social and travel phrases used in their country. Finally, each student will present their entire project using a PowerPoint format.

**Syracuse University  
Project Advance  
Economics**

Grades 11—12  
5 credits/full year  
3 college credits  
Tuition Fee

**NO PREREQUISITE**

**Economic Ideas and Issues (ECN 203)**

Economic Ideas and Issues is an introduction to mainstream economic thought designed for students with a liberal arts interest. The goals of this course are to introduce students to the ideas that form the foundation of modern Western (neoclassical) economic thought, to examine the basic framework (the model) that economists have built on this foundation, and to show how this model is applied to current issues facing individuals and society.

The course begins with a presentation of the scientific method, which is then used to analyze the question: How do individuals and societies make choices when they are faced with scarcity? Beginning with the individual in the simplest of situations, a one-person society, the course moves step by step to develop a model of a complex society based on division of labor and exchange through markets. The process takes students from the microeconomic to the macroeconomic level, emphasizing the connection between these two perspectives. Students examine the benefits, as well as the problems, inherent in a market-oriented economy. The course prepares students to analyze and understand the ongoing economic policy debate between interventionists and non-interventionists.

The course is rigorous but not heavily mathematical. Students should understand basic algebra and geometry. More importantly, they should be able to follow carefully reasoned logical development of a theoretical model and to apply that model to their own experience. ECN 203 provides an excellent opportunity to nurture that skill.

The course helps students to understand and to recognize the elements of economic theory, to identify the peculiar roles of these elements, and to understand how they fit together. Although its goal is not to study complexities of theory in great detail, students can expect to develop a strong foundation in neoclassical analysis applicable to study in other fields and to everyday life, as readers of newspapers and other news media, and as citizen participants in a representative government.

Furthermore, ECN 203 is designed to help students understand “how the world works.” Of course, along with economic forces there are social, political, ethical, and natural forces at work. Economics is, however, a very important part of that story. To the extent that students master the material presented in the course, they will have a solid foundation in mainstream economic thought that can be applied to everyday experience and to further study in economics or the social sciences.

## **Junior MBA**

Grades 9-12

12.5 credits

(2.5 X 5 one-semester courses)

### **PROGRAM REQUIREMENTS:**

- 5 one-semester courses
- International Business Project
- Mentoring/Internship
- Culminating Portfolio

The Junior MBA program is a unique, hands-on opportunity for River Dell students to specialize in business by taking five business courses in the Business Education Department.

Executives in Fortune 500 companies, college admissions counselors, graduate students in international business and professionals in the field of law, retailing, and management consulting have all expressed their enthusiastic support and endorsement of this concept. In addition to very specialized content in the fields of economics, management, marketing, accounting and law, the central focus of the curriculum is the development of thinking, writing, presentation, and team-building skills. Earn a Certificate, work with a corporate or professional mentor, prepare a comprehensive business and marketing plan for an international venture. This program will give you a secure foundation for those students whom plan on majoring in a business field while in college.

### **SUGGESTED COURSE SEQUENCE:**

|                        |   |   |
|------------------------|---|---|
| 9 <sup>th</sup> Grade  | - | Business Management/Marketing   |
| 10 <sup>th</sup> Grade | - | Law in Modern Society   |
|                        | - | Hospitality & Tourism   |
| 11 <sup>th</sup> Grade | - | Accounting, Money Management, Personal Financial Management   |
| 12 <sup>th</sup> Grade | - | SUPA Accounting, SUPA Economics, SUPA Economics of Personal Finance, SUPA Sports Management (all count as 2 courses), Honors International Business |

Mentoring/Internship Project with Mrs. Luberto (12th Grade)

### **CULMINATING PORTFOLIO**

Students are required to create a culminating portfolio near the completion of their senior year AND/OR their last business course. The portfolio must demonstrate the knowledge acquired from each of the five business courses taken. Sections of the portfolio should include work saved AND a written summary of what they learned from each (5) Business classes. Also, a written description of the mentoring/internship experience must be included within the portfolio for a total of 6 sections in their portfolio.

### **MENTORING/INTERNSHIP**

Students will be paired with a corporate or professional mentor before second semester. Students must begin application process with Mrs. Luberto by October of their senior year under the Senior Options Program. Students will spend a minimum of 10 hours with a mentor at a local business acquiring hands-on experience of the business world.

### **GPA**

Students graduating with JR MBA Honors must earn an accumulative GPA in Business Courses of an 85 or above.



## English/Language Arts

| ENGLISH COURSE SEQUENCE  |   |   |  |  |
|--|---|---|--|--|
|  | Grade 9   | Grade 10  | Grade 11   | Grade 12   |
| <b>Required Courses</b>  | <b>English 9,<br/>Honors<br/>English 9</b>  | <b>English 10,<br/>Honors<br/>English 10</b>  | <b>English 11,<br/>Honors<br/>English 11,<br/>AP English<br/>Language,<br/>SUPA English</b>  | <b>English 12:<br/>Analysis of Culture,<br/>Honors English 12:<br/>Analysis of Culture,<br/>AP English<br/>Literature,<br/>SUPA English,<br/>Honors Medicine<br/>and Literature</b>  |
| <b>Electives*</b><br><br><i>*Electives are not cumulative and do not have prerequisites.</i><br><br><i>*Electives may be taken concurrently with other electives or with required courses.</i> | <b>Creative Writing,<br/>Journalism in the<br/>Digital Age,<br/>Drama,<br/>Public Speaking,<br/>Writing for the<br/>Screen,<br/>Spark the Passion,<br/>Horror, Mystery,<br/>Fantasy &amp;<br/>Science Fiction</b> | <b>Creative Writing,<br/>Journalism in the<br/>Digital Age,<br/>Drama,<br/>Public Speaking,<br/>Horror, Mystery,<br/>Fantasy &amp;<br/>Science Fiction,<br/>Writing for the<br/>Screen,<br/>Spark the Passion</b> | <b>Film Analysis,<br/>Creative Writing,<br/>Journalism in the<br/>Digital Age,<br/>Drama,<br/>Public Speaking,<br/>Horror, Mystery,<br/>Fantasy &amp;<br/>Science Fiction,<br/>Writing for the<br/>Screen,<br/>Spark the Passion</b> | <b>Film Analysis,<br/>Creative Writing,<br/>Journalism in the<br/>Digital Age,<br/>Drama,<br/>Public Speaking,<br/>Horror, Mystery,<br/>Fantasy &amp;<br/>Science Fiction,<br/>Writing for the<br/>Screen,<br/>Spark the Passion</b> |

## English/Language Arts

### **English 9/ English 9 Honors** 5 credits/full year

**PREREQUISITE FOR  
HONORS:**  
Maintain grade of 92 or  
above on assessments  
including tests and  
essays in 8th grade

This course exposes students to all genres of literature; classical and modern. Students will learn how to explore complex literary themes and gain the ability to explicate these works and write about them. This course integrates themes from a wide range of backgrounds and levels of experience, expresses some aspect of life and truth through literature and is informed by the history of ideas. Students will increase their capacity to read, write, and think on a sophisticated level.

### **English 10/ English 10 Honors** 5 credits/full year

**PREREQUISITE FOR  
HONORS:**  
Maintain grade of 92 in  
English 9 or 85 in Honors

This course of study is concerned with building the necessary skills to allow students to become literate, critical thinkers by using American literature as a tool for learning. Students will use the text as a vehicle to explore who they are as Americans, both as individuals and as members of a community, in an effort to consider who they will become as members of the 21st Century American community and how that will be significant in a global context. Students will consider how being aware and informed (of historical/cultural context, i.e. setting), understanding motivation (characterization), evaluating relationships, experiences and societal influences (conflict and theme), and being reflective (self-discovery) all account for an individual's capacity to realize his or her dreams. Individuals with the capacity to read, write, and think on this sophisticated level enhance their appreciation of learning because they can align the characters' self-discovery with their own journeys toward realizing their dreams.

### **English 11/ English 11 Honors** 5 credits/full year

**PREREQUISITE FOR  
HONORS:**  
Maintain grade of 92 in  
English 10 or 85 in Honors

English 11 is intended to help students cultivate the skills needed to become critical thinkers in the 21st century. Through a framework of interconnected topics: Success, Gender, Community and Identity, students will hone their ability to identify and analyze connections between and among topics that writers have grappled with over time as well as topics in today's headlines. Students will also develop specialized reading and writing skills related to success on standardized assessments that are part of the junior year.

**Advanced Placement  
English  
Language and  
Composition  
Grade 11  
5 credits/full year**

**PREREQUISITE:**  
Must be in Honors 10 and  
have an average of 90,  
and all AP criteria, (pg. 9)

As the College Board AP manual states, this course should help students move beyond such programmatic responses as the five-paragraph essay. Therefore, this course is designed to direct the student to write essays that proceed through several states or drafts, with revisions aided by the teacher and peers. The course also engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, as well as becoming skilled writers for a variety of purposes, e.g., narrative, exploratory, expository, argumentative,— all on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. Put simply, this course has the overarching purpose of enabling students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Reading is complex, and prose that students write in response to it is expected to be of sufficient richness and complexity to communicate effectively with mature readers. (Source: <http://apcentral.collegeboard.com>) This course cannot be taken the same year as AP English Literature. **Students will take the Advanced Placement Exam in the spring of their junior year.**

**ENGLISH, Grade 12**

***Students must select one of the five following courses as their Senior English requirement:***

English 12: Analysis of Culture, Honors English 12: Analysis of Culture, AP English Literature and Composition, Honors Medicine and Literature, or Syracuse University Project Advance English.

**English 12:  
Analysis of Culture  
Grade 12 only  
5 credits/full year  
Honors option**

**PREREQUISITE  
FOR HONORS:**  
Grade of 85 in  
Honors English 11 or  
92 in English 11

Our culture is defined not just by the politics of our country but by the literature, media, educational system, religions and technology that pervade our society. Through analysis of modern texts, students will reveal the underlying cultural ideologies that influence those politics, media and technologies. English 12 encourages students to develop cultural and ideological understanding, acceptance of diversity, and communication skills.

The course is divided into four units: (1) Introduction to Culture; (2) Ideology; (3) Politics and Culture; (4) Language and Culture. In these units we consider some big questions: What is culture? How are individuals products of their culture? How is culture perpetuated? How are individuals limited by societal ideologies? How are ideologies perpetuated and changed? What is politics and how are individuals influenced by politics? What is the role of an individual in his/her community? How is the political system an example of ideological constraint in culture? What is the purpose of education? How has language been used in the past to shape and define our culture? How is language being altered and disseminated to redefine our culture? How has the human experience been altered by the changes in language? What are the watershed moments in communication throughout history?

**Advanced Placement  
English  
Literature and  
Composition**  
Grade 12  
5 credits/full year

**PREREQUISITE:**  
Must be in Honors 11 and  
have an average of 90,  
and All AP criteria, (pg. 9)

This College Board AP course engages students in the careful and deliberate reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways that writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, and themes, as well as such elements as the use of figurative language, imagery, symbolism, and tone. The syllabus includes works from various genres and periods, concentrating on works of recognized literary merit. Thoughtful discussion and writing accompany all reading. The approach to the close reading that students practice in this course involves three important elements: the experience of literature, the interpretation of literature, and the evaluation of literature. (Source: <http://apcentral.collegeboard.com>) **Students will take the Advanced Placement Exam in the spring of their senior year.**

**Honors Medicine and  
Literature**  
Grade 12  
5 credits/full year

**PREREQUISITE:**  
Grade of 92 in English 11  
or 85 in Honors

What do science and literature have in common? Actually, a great deal. Literature explores what it means to be human, and it is often in moments of medical crisis that people attain self-discovery. This full-year English course examines depictions of doctors and patients and the experiences of the sick and dying. These themes are addressed through a variety of films and readings drawn from both fiction and non-fiction including books of essays, plays and from full-length works. Students will explore medical dilemmas facing us all: death, disease (both mental and physical), and environmental issues as well as the challenges in everyday life. Students will debate medical ethics regarding what defines life and death and the doctor's responsibility in executions, public policy on the availability of health care, the need for health care in underdeveloped nations, and whether we should risk lives in order to advance medical science. This course is a perfect companion for those thinking about a career in health care or science; students from this course have gone on to college to major in pharmacology, biotechnology, research, nursing, biology, chemistry, and pre-med. Other students take the course to explore interests in everyday issues faced by people in the medical profession.

**Syracuse University  
Project Advance  
English**  
Grade 12  
5 High School credits  
6 college credits  
Tuition Fee

**Practices of Academic Writing (WRT 105)** teaches students strategies of critical academic writing in various genres, including analysis, argument, and researched writing. The course challenges students to understand that effective communication requires people to be aware of the complex factors that shape every rhetorical context, including issues of power, history, difference, and community; and that writing as a process involves reflection and revision. This writing course is a site of active learning where students have responsibility for their own progress and for that of their peers. Students write formal papers for each major unit, in addition to various informal writing assignments and a culminating portfolio.

**Class and Literary Texts (ETS 181)** explores the construction and representation of social class, especially as it affects the production and reception of literary and other cultural texts. Concepts such as social stratification, inequality, and the relationship between wealth, privilege and power provide critical lenses through which to read texts. Fostering a richer understanding of their own implication within these systems of power, this course helps students become better writers and stronger interpretive readers by practicing close reading, evidence-based analysis and argumentation, and independent-inquiry skills. Thus through interpretive practice students develop a basic understanding of core concepts of social class, including stratification, inequality, privilege, capitalism and labor.

This is a college course offered through Syracuse University, and students paying the (discounted) fee for Syracuse University credit will receive a Syracuse University transcript.

**Writing for the  
Screen**  
Grades 9-12  
5 credits/full year

Television, film, video games, and short-form content on platforms like YouTube and TikTok all rely on screenplays as their guiding blueprint. Grasping the art of writing for the screen opens doors for students in these dynamic industries, enhancing their writing proficiency and fostering creativity.

NO PREREQUISITE

**Spark the Passion**  
Grades 9-12  
5 credits/full year

The world in which our students live is one that is replete with learning resources and opportunities both inside and outside of the school setting. Over time, students develop interests and passions that merit exploration, shaping their future courses of study or career choices. Spark the Passion nurtures students in the exploration, research, and development of their personal interests. Projects tailored to individual interests, integrate existing skills, and cultivate new abilities. Teachers facilitate learning, guiding students as they explore innovative ideas and methods in collaboration with peers. They will gain experience in problem solving, overcoming obstacles, and gathering resources to accomplish predetermined objectives and goals that they have established for themselves.

NO PREREQUISITE

**Horror, Mystery,  
Fantasy & Science  
Fiction**  
Grades 9—12  
5 credits/full year

In this course, students will read horror, mystery, fantasy and science fiction short stories and novels. Students will be introduced to the conventions, history, and subgenres of horror, science fiction, and fantasy Literature and will analyze and discuss the distinguishing elements of each genre. Students will also learn the elements of writing popular fiction including conceptual underpinnings, imagination, style, world-building, storytelling, and resolution, through writing original works of fiction. The reading list and focus is expected to vary with the interest of the students in the class.

NO PREREQUISITE

**Film Analysis**  
Grades 11-12  
5 credits/full year

This is a course that requires a great deal of class participation, both in terms of students' responding orally and in group work during class, as well as students' physical presence in class every day to watch the films. Students will master analytical skills through studying the medium of film. The course concentrates on the elements of storytelling that are shared by both visual and printed literature—narrative structure, character structure, thematic structure—and demonstrate how these elements combine to tell stories that deliver both entertainment value and emotional impact. Cinematic techniques will be studied and composition skills will be mastered using both classic and contemporary motion pictures. Genres including thriller, science fiction, romantic comedy, westerns, crime, action adventure, biopics, coming of age, and animation will be viewed, discussed, dissected, and of course, analyzed and enjoyed.

NO PREREQUISITE

**Creative Writing**  
Grades 9-12  
2.5 credits/one semester

NO PREREQUISITE

Creative Writing is designed for those students who have an interest in expressing their thoughts in journal writing, poems, stories, and plays. Students are given direction in writing each assignment in a particular form, and then constructive criticism is offered by the teacher and by the students. Students are encouraged to submit their work to local and national writing competitions. Students can immediately apply skills in all other courses which have writing components. Upon the completion of this course, the successful student will have a formidable writing portfolio.

**Journalism in the  
Digital Age**  
Grades 9-12  
5 credits/full year

NO PREREQUISITE

This course focuses on the fundamental principles of journalistic practice. Students will develop their talents in writing, editing and multimedia work, as well as journalistic research and gain a deeper understanding of journalism's evolving roles and practices in today's media landscape. This course will also complement the News and Broadcast Journalism course, as both will be offered during the same period. The interdisciplinary nature of this program allows students to learn from diverse faculty exposing them to various perspectives and elements of journalistic practice. Students who take this course are encouraged to join the staff of the school newspaper, *The Ridellion*. This is a "computer-related course" that partially fulfills the technology requirement for graduation.

**Drama**  
Grades 9-12  
2.5 credits/one semester  
NO PREREQUISITE

This course in acting, directing, and stagecraft is designed for any student who has always hoped to explore theater arts in a supportive environment. Students will take part in in-class productions over the course of the semester, alternating as actors, directors, and stage team members as they explore dramatic and comic scenes and meet stagecraft challenges. Whether students wish only to satisfy an English or performing arts elective in an interesting and enjoyable way or wish to explore possible future career opportunities in the world of acting or theater, this is an excellent course that will improve self-confidence and presentation skills.

**Public Speaking**  
Grades 9-12  
2.5 credits/one semester

NO PREREQUISITE

In this very practical and enjoyable course, students will develop proper speaking skills for any occasion, ranging from the academic to the social, the informal to the formal. They will read and listen to great historical and contemporary speeches, learn techniques for the proper preparation and use of voice and diction, and engage in practical exercises in order to prepare for speaking requirements in other courses. Students will enjoy delivering both prepared and extemporaneous speeches of a variety of lengths, for a variety of purposes.

# Mathematics

## MATH PATHWAYS FOR CLASSES OF 2025 thru 2028

|                   | HONORS PATH   | ADVANCED PATH                                  | COLLEGE PREP PATH | ADVANCED PATH W/ DOUBLE IN 9TH                    | ADVANCED PATH W/ DOUBLE IN 10TH                                   |
|-------------------|---|--|-------------------|---|---|
| <b>7th Grade</b>  | Advanced Math 7<br>↓                                      | Advanced Math 7<br>or<br>Math 7<br>↓           | Math 7<br>↓       | Advanced Math 7<br>or<br>Math 7<br>↓              | Advanced Math 7<br>or<br>Math 7<br>↓                              |
| <b>8th Grade</b>  | Honors Algebra 1<br>↓                                     | Advanced Math 8<br>↓                           | Math 8<br>↓       | Advanced Math 8<br>↓                              | Advanced Math 8<br>↓  |
| <b>9th Grade</b>  | Honors Geometry<br>↓                                      | Advanced Algebra 1<br>↓                        | Algebra 1<br>↓    | Advanced Algebra 1<br>&<br>Advanced Geometry<br>↓ | Advanced Algebra 1<br>↓   |
| <b>10th Grade</b> | Honors Algebra 2 w/<br>Trigonometry<br>↓                  | Advanced Geometry<br>↓                         | Geometry<br>↓     | Advanced Algebra 2<br>w/<br>Trigonometry<br>↓     | Advanced Geometry<br>& Advanced Algebra 2<br>w/ Trigonometry<br>↓ |
| <b>11th Grade</b> | Honors PreCalculus AB<br>or Honors<br>PreCalculus BC<br>↓ | Advanced Algebra 2 w/<br>Trigonometry<br>↓     | Algebra 2<br>↓    | PreCalculus<br>↓                                  | PreCalculus<br>↓  |
| <b>12th Grade</b> | AP Calculus AB<br>or<br>AP Calculus BC                    | PreCalculus<br>or Statistics<br>or Finite Math | Algebra 3         | Honors Calculus<br>or<br>Statistics               | Honors Calculus<br>or<br>Statistics                               |

**Note:** The pathways above represent the most typical paths for students. However, based on individual student needs, movement between paths is possible. Doubling up option requires approval (see last page of math section for details).

## MATH PATHWAYS FOR CLASS OF 2029 & BEYOND

|            | HONORS PATH                                    | ACCELERATED PATH                   | ADVANCED PATH                      | COLLEGE PREP PATH | ADVANCED PATH W/ DOUBLE IN 9TH         | ADVANCED PATH W/ DOUBLE IN 10TH                        |
|------------|--|------------------------------------|------------------------------------|-------------------|--|--|
| 7th Grade  | PreAlgebra 7                                   | PreAlgebra 7                       | PreAlgebra 7                       | Math 7            | Math 7                                 | Math 7   |
| 8th Grade  | Honors Algebra 1                               | Accelerated Algebra 1              | PreAlgebra 8                       | PreAlgebra 8      | PreAlgebra 8                           | PreAlgebra 8   |
| 9th Grade  | Honors Geometry                                | Advanced Geometry                  | Advanced Algebra 1                 | Algebra 1         | Advanced Algebra 1 & Advanced Geometry | Advanced Algebra 1                                     |
| 10th Grade | Honors Algebra 2 w/ Trigonometry               | Advanced Algebra 2 w/ Trigonometry | Advanced Geometry                  | Geometry          | Advanced Algebra 2 w/ Trigonometry     | Advanced Geometry & Advanced Algebra 2 w/ Trigonometry |
| 11th Grade | Honors PreCalculus AB or Honors PreCalculus BC | PreCalculus                        | Advanced Algebra 2 w/ Trigonometry | Algebra 2         | PreCalculus                            | PreCalculus  |
| 12th Grade | AP Calculus AB or AP Calculus BC               | Honors Calculus                    | PreCalculus or Statistics          | Algebra 3         | Honors Calculus                        | Honors Calculus  |

**Note:** The pathways above represent the most typical paths for students. However, based on individual student needs, movement between paths is possible. Doubling up option requires approval (see last page of math section for details).



# Mathematics

## Philosophy

The mathematics department in the River Dell Regional School District seeks to provide all students with the mathematical skills, understanding, and attitudes that they will need to be successful in their career, in their college work, and daily lives. Students at every level are helped to improve their ability to solve problems, to communicate about mathematics, to reason mathematically, and to make connections within mathematics and between mathematics and other subjects.

Our courses provide opportunities for success that encourage all students to develop a positive attitude about mathematics by engaging them in exploring and solving interesting mathematical problems, using mathematics in meaningful ways, by focusing on concepts and understanding, as well as on procedures, and by consistently expecting students to go beyond repetition and memorization to problem solving and understanding.

## Course Descriptions

**Algebra 1**  
Grade 9  
5 credits/full year

PREREQUISITE:  
Math 8

Algebra 1 is for high school students. In this course, students will define, evaluate, and understand the behavior of functions, including linear functions. Students will recognize and use linear models in real life applications. They will learn different methods to solve a system of two linear equations; and solve real-world problems using these methods. Students will study quadratic functions in multiple ways, both solving and graphing quadratic equations. Quadratic models will be used to solve real-world applications. Students will examine exponential relationships and functions and use them to model real-life situations. Finally, students will use statistics to explore and analyze data. *Students in this course will take the NJSLA Algebra 1 test.*

**Advanced Algebra 1**  
Grade 9  
5 credits/full year

PREREQUISITE:  
Advanced Math 8  
with a grade of C+ or  
above

The Advanced Algebra 1 course has the same curriculum as the Algebra 1 course; however, **the depth of understanding and level of expectation are more advanced.** Algebra 1 is for high school students. In this course, students will define, evaluate, and understand the behavior of functions, including linear functions. Students will recognize and use linear models in real life applications. They will learn different methods to solve a system of two linear equations; and solve real-world problems using these methods. Students will study quadratic functions in multiple ways, both solving and graphing quadratic equations. Quadratic models will be used to solve real-world applications. Students will examine exponential relationships and functions and use them to model real-life situations. Finally, students will use statistics to explore and analyze data. *Students in this course will take the NJSLA Algebra 1 test.*

**Geometry**  
Grades 10  
5 credits/full year

PREREQUISITE:  
Algebra 1

This course in Geometry covers the basic concepts of plane, solid, coordinate, and some analytic geometry stressing deductive proof and reasoning. Moving towards formal mathematical arguments, the standards presented in this high school geometry course are meant to formalize and extend middle grades' geometric experiences. The aims and objectives of the course are to develop and show the value of the logic of deductive reasoning and to improve and increase the understanding and application of the terminology, symbolism, and structure of mathematics. It is designed to develop the student's ability to think creatively and critically in both mathematical and non-mathematical situations. The course involves working with congruence, similarity, right triangle trigonometry, geometry of circles, analytic geometry in the coordinate plane, two- and three-dimensional figures, and geometric measurement and modeling. The Standards for Mathematical Practice apply throughout the Geometry course and, when connected meaningfully with the content standards, allow for students to experience mathematics as a coherent, useful and logical subject.

**Advanced Geometry**  
Grades 10  
5 credits/full year

PREREQUISITE:  
Honors Algebra 1 with a  
grade of C– or above  
**Or**  
Advanced Algebra 1 with  
a grade of 73 or above

The Advanced Geometry course has the same curriculum as the Geometry course; however, **the depth of understanding and level of expectation are more advanced.** Geometry covers the basic concepts of plane, solid, coordinate, and some analytic geometry stressing deductive proof and reasoning. Moving towards formal mathematical arguments, the standards presented in this high school geometry course are meant to formalize and extend middle grades' geometric experiences. The aims and objectives of the course are to develop and show the value of the logic of deductive reasoning and to improve and increase the understanding and application of the terminology, symbolism, and structure of mathematics. It is designed to develop the student's ability to think creatively and critically in both mathematical and non-mathematical situations. The course involves working with congruence, similarity, right triangle trigonometry, geometry of circles, analytic geometry in the coordinate plane, two- and three-dimensional figures, and geometric measurement and modeling. The Standards for Mathematical Practice apply throughout the Geometry course and, when connected meaningfully with the content standards, allow for students to experience mathematics as a coherent, useful and logical subject. *9<sup>th</sup> grade students in this course will take the NJSLA Geometry test.*

**Honors Geometry**  
Grade 9  
5 credits/full year

PREREQUISITE:  
Honors Algebra 1 with a  
grade of B- or above

The Honors Geometry course has the same curriculum as the Geometry course, with additional content taught throughout the units. **The depth of understanding, the rigor of instruction, and level of expectation within this honors level course are increased significantly.** Geometry covers the basic concepts of plane, solid, coordinate, and some analytic geometry stressing deductive proof and reasoning. Moving towards formal mathematical arguments, the standards presented in this high school geometry course are meant to formalize and extend middle grades' geometric experiences. The aims and objectives of the course are to develop and show the value of the logic of deductive reasoning and to improve and increase the understanding and application of the terminology, symbolism, and structure of mathematics. It is designed to develop the student's ability to think creatively and critically in both mathematical and non-mathematical situations. The course involves working with congruence, similarity, right triangle trigonometry, geometry of circles, analytic geometry in the coordinate plane, two- and three-dimensional figures, and geometric measurement and modeling. The Standards for Mathematical Practice apply throughout the Geometry course and, when connected meaningfully with the content standards, allow for students to experience mathematics as a coherent, useful and logical subject. *9<sup>th</sup> grade students in this course will take the NJSLA Geometry test.*

**Algebra 2**  
Grade 11  
5 credits/full year

PREREQUISITE:  
Algebra 1

The Algebra 2 course builds upon students' work in Algebra 1, expanding their understanding of functions both algebraically and graphically. The course focuses on developing students' problem-solving skills, mathematical reasoning, and proficiency in manipulating algebraic expressions and equations. Students will explore different types of functions to include quadratic, polynomial, radical, exponential, absolute value, and piecewise functions. The content of this course is important for a student's success on both the ACT and SAT. It also helps students to prepare themselves for future college courses and/or career choices.

**Algebra 3**  
Grade 12  
5 credits/full year

PREREQUISITE:  
Algebra 2 with a grade of  
70 or above

The Algebra 3 course continues from the Algebra 2 course, expanding to polynomial, rational, exponential, and logarithmic functions; trigonometric functions with real number domain; and statistics and probability. Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and solve equations. The content of this course will aid students' success on college placement tests; and helps students to prepare themselves for future college courses and/or career choices.

**Advanced Algebra 2  
with Trigonometry**  
Grades 10-12  
5 credits/full year

PREREQUISITE:  
Advanced Algebra 1 with  
a grade of 73 or above

The Advanced Algebra 2 w/Trigonometry course builds upon students' work in Algebra 1, expanding their understanding of functions both algebraically and graphically. The course focuses on developing students' problem-solving skills, mathematical reasoning, and proficiency in manipulating algebraic expressions and equations. Students will explore different types of functions to include quadratic, polynomial, radical, exponential, absolute value, piecewise, and trigonometric functions. The content of this course is important for a student's success on both the ACT and SAT. It also helps students to prepare themselves for future college courses and/or career choices.

**Honors Algebra 2  
with Trigonometry**  
Grades 10-12  
5 credits/full year

PREREQUISITE:  
Honors Geometry with an  
80 or above **AND** either  
Honors Algebra 1 with a  
B- or above or Advanced  
Algebra 1 with a 97 or  
above

The Honors Algebra 2 with Trigonometry course has the same curriculum as the Advanced Algebra 2 w/Trigonometry course, with additional content taught throughout the units. **The depth of understanding, the rigor of instruction, and level of expectation within this honors level course are increased significantly.** This course builds upon students' work in Algebra 1, expanding their understanding of functions both algebraically and graphically. The course focuses on developing students' problem-solving skills, mathematical reasoning, and proficiency in manipulating algebraic expressions and equations. Students will explore different types of functions to include quadratic, polynomial, radical, exponential, absolute value, piecewise, and trigonometric functions. The content of this course is important for a student's success on both the ACT and SAT. It also helps students to prepare themselves for future college courses and/or career choices.

**Statistics**  
Grades 11-12  
5 credits/full year  
3 college credits—Tuition  
Fee  
PREREQUISITE:  
Advanced Algebra 2 with  
Trigonometry

This course balances computational methods and data interpretation. By emphasizing the relevance of statistics in today's world, this course will help students think critically about statistics and develop their own statistical sense. The course will offer high interest and relevant examples and exercises with a large variety of contemporary applications. Both one variable and two variable statistics will be taught. Students have the option of earning Bergen Community College Credit by paying the discounted fee for BCC and will receive a BCC transcript. Worth 3 college credits.

**Pre-Calculus**  
Grades 11-12  
5 credits/full year  
PREREQUISITE:  
Advanced Algebra 2 with  
Trigonometry  
with a grade  
of 80 or above

This PreCalculus course will provide a thorough study of functions, including polynomial, rational, exponential, logarithmic, and trigonometric functions. Students will develop the skills and strategies needed to design function models and apply these models to real world situations. Students will expand their skills in graphing and analyzing functions. The mathematics of complex numbers, conic sections, and sequences and series will also be examined.

**Honors  
Pre-Calculus AB**  
Grades 11-12  
5 credits/full year  
PREREQUISITE:  
Honors Algebra 2 with  
Trigonometry with a  
grade of 80 or above

The Honors PreCalculus AB course will provide a thorough study of functions, including piecewise, polynomial, rational, exponential, logarithmic, and trigonometric functions. Students will develop the skills and strategies needed to design function models and apply these models to real world situations. Students will expand their skills in graphing and analyzing functions. Students will solve linear systems of  $3 \times 3$  and greater, as well as  $2 \times 2$  non-linear systems of equations. The mathematics of matrices, complex numbers, conic sections as well as proof by induction, sigma notation, series and sequences, counting and probability may also be examined. Students will focus on a multi-representational perspective of mathematics, creating a knowledge and conceptual base for studying Calculus.

**Honors  
Pre-Calculus BC**  
Grades 11-12  
5 credits/full year  
PREREQUISITE:  
Honors Algebra 2 with  
Trigonometry with a  
grade of 90 or above

The Honors PreCalculus BC course has the same curriculum as the Honors PreCalculus AB course, with additional content taught throughout the units, as well as additional units taught within the course. **The depth of understanding, the rigor of instruction, and level of expectation within this honors level course are increased significantly.** The Honors PreCalculus BC course will provide a thorough study of functions, including piecewise, polynomial, rational, exponential, logarithmic, and trigonometric functions. Students will develop the skills and strategies needed to design function models and apply these models to real world situations. Students will expand their skills in graphing and analyzing functions. Students will solve linear systems of  $3 \times 3$  and greater, as well as  $2 \times 2$  non-linear systems of equations. The mathematics of matrices, complex numbers, conic sections as well as proof by induction, sigma notation, series and sequences, counting and probability may also be examined. Students will focus on a multi-representational perspective of mathematics, creating a knowledge and conceptual base for studying Calculus. The additional course work for Honors PreCalculus BC will include polar coordinates, partial fraction decomposition, limits and continuity, and basic derivatives.

## **Honors Calculus**

Grade 12  
5 credits/full year

**PREREQUISITE:**  
Pre-Calculus with a  
grade of 80 or above,  
or Honors Pre-Calculus

This course is designed for those students who are planning on attending a post-secondary institution and do not wish to take the AP Exam. Students will study the concepts of limits and continuity. The basic concept of the derivative with applications to velocity, related rates, and max/min problems will be studied. The concept of definite and indefinite integrals will be studied, with applications including finding area under a curve and volumes of revolution. This course will prepare students for the rigors of college-level Calculus.

## **Advanced Placement Calculus AB**

Grade 12  
5 credits/full year

**PREREQUISITE:**  
Honors Pre-Calculus AB  
with a grade of  
80 or above

The content of this course is determined primarily by the AB-level syllabus of the program in Advanced Placement Mathematics, published by the College Entrance Examination Board. An introduction to the basic concepts of limits, continuity, differential and integral calculus, with applications to velocity, accelerations, curve sketching, related rates, and max/min problems will be given. This course will focus on the theoretical developments and derivation of each of these topics. Techniques of differentiation and integration will be studied and applied. Students are required to take the Advanced Placement Exam in the spring. It is possible for students to earn up to three college credits by performing well on the AP Calculus AB Exam.

## **Advanced Placement Calculus BC**

Grade 12  
5 credits/full year

**PREREQUISITE:**  
Honors Pre-Calculus BC  
with a grade of 80 or  
above

The content of this course is determined primarily by the BC-level syllabus of the program in Advanced Placement Mathematics published by the College Entrance Examination Board. This course will include all the Advanced Placement AB topics, but the exercises will be more rigorous. Also considered will be topics in sequences, series, parametric, and polar functions, slope fields, applications of integrals, integration by parts and partial fractions, and logistic differential equation. Students are required to take the Advanced Placement Exam in the spring. It is possible for students to earn up to six college credits by performing well on the AP Calculus BC Exam.

## **Advanced Placement Statistics**

Grades 11-12  
5 credits/full year

**PREREQUISITE:**  
Advanced Algebra 2  
w/Trig with a grade of  
90 or above

The AP Statistics course is an in-depth study of statistics designed for the highly motivated student. This course introduces students to the major concepts and tools used to collect, analyze, and draw conclusions from data. Students will be exposed to broad conceptual themes, including exploring data, planning a study, anticipating patterns, and statistical inference. According to The College Board, "the number of college students who take a Statistics course is almost as large as the number who take a Calculus course. At least one Statistics course is typically required for majors such as Engineering, Psychology, Sociology, Health Science, and Business." Students are required to take the Advanced Placement Exam in the spring.

**Math Lab Algebra 1**  
Grades 9  
5 credits/full year

NO PREREQUISITE

The Math Lab Algebra I course is a mathematics class for those students in need of remediation and/or extra assistance. The year-long course receives 5 credits toward graduation, but does not count toward the 3-year math requirement. Students in a Math Lab Algebra I course are also scheduled for an Algebra I course. **Grading for this course is Pass/Fail.**

**Math Lab Geometry**  
Grade 10  
5 credits/full year

NO PREREQUISITE

The Math Lab Geometry course is a mathematics class for those students in need of remediation and/or extra assistance. The year-long course receives 5 credits toward graduation, but does not count toward the 3-year math requirement. Students in a Math Lab Geometry course are also scheduled for a Geometry course. **Grading for this course is Pass/Fail.**

**Math Lab Algebra 2**  
Grades 11  
5 credits/full year

NO PREREQUISITE

The Math Lab Algebra 2 course is a mathematics class for those students in need of remediation and/or extra assistance. The year-long course receives 5 credits toward graduation, but does not count toward the 3-year math requirement. Students in a Math Lab Algebra 2 course are also scheduled for an Algebra 2 course. **Grading for this course is Pass/Fail.**

**Math Lab  
Algebra 3**  
Grade 11  
5 credits/full year

NO PREREQUISITE

The Math Lab Algebra 3 course is a mathematics class for those students in need of remediation and/or extra assistance. The year-long course receives 5 credits toward graduation, but does not count toward the 3-year math requirement. Students in a Math Lab Algebra 3 course are also scheduled for an Algebra 3 course.

**Grading for this course is Pass/Fail.**

**Introduction to  
Computer  
Programming 101  
(Programming in Python)**  
Grades 9-12  
5 credits/full year

PREREQUISITE:  
Algebra 1

This course is a deep dive into the fundamentals of programming concepts and teaches text-based coding using Python. No prior computer programming experience is needed. The course is predicated on the notion that learning about programming and computer science should be fun and engaging. This course exposes students to visually engaging, graphics-based problem solving, which allows for multiple correct solutions, and provides visual cues when a solution goes awry.

## **Computer Systems and Networking**

Grades 10-12  
5 credits/full year  
NO PREREQUISITE

This course is divided into two parts. Part one, Computer System, prepares students to install computer systems, analyze and repair systems malfunctions, and install software. Students will learn entry-level computer hardware concepts including basic electronics, diagnosing of computer systems, proper use of test equipment and tools, testing operating systems, and implementing malware solutions. The curriculum includes hands on labs in which students design and assemble a computer from components. Part 2, Networking, covers networking technologies, systems, tools, and skills necessary to configure and troubleshoot modern networks. The course includes hands on labs which develop technical ability in the areas of media, topologies, addressing, protocols, network implementation and wireless standards.

## **SUPA Cyber Security**

Grades 11-12  
5 credits/full year  
3 college credits  
Tuition Fee

PREREQUISITE:  
Computer Systems  
and Networking

### **Intro to Cyber Security (CPS 155)**

This course covers implementation and monitoring of security on network and computer systems including how to identify and protect against security threats such as hackers, eavesdropping and network attacks, as well as the basic cryptography. Hands-on labs provide practice in the configuration and mitigation of system vulnerabilities. The curriculum is based on the SUPA Cyber Security course which incorporates the CompTIA Security and Certification guidelines. Juniors and seniors are Eligible to enroll in SUPA and will earn 3 college credits upon successful completion of the course.

## **Advanced Placement Computer Science Principles**

Grades 10-12  
5 credits/full year

PREREQUISITE:  
Algebra 1

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course for students who are not majoring in computer science and related fields. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

## **AP Computer Science A**

Grades 11-12  
5 credits/full year

PREREQUISITE:  
Algebra 2 **plus** one year of  
Computer Programming

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

**Coding**  
Grades 9—12  
5 credits/full year  
**NO PREREQUISITE**

Learn the language of the web, JavaScript, to create interactive apps, games, and simulations that seamlessly integrate with webpages. Acquire essential skills like creativity, critical thinking, and problem-solving as you delve into the exciting realm of computer programming. Ideal for beginners, this course empowers students to write code, enhance computational thinking, and easily transition to other programming languages. Cultivate the expertise to become future problem solvers and computer programmers.

**STEM**  
Grades 9-12  
5 credits/full year  
**NO PREREQUISITE**

The STEM class offers an engaging, hands-on experience integrating Science, Technology, Engineering, and Mathematics. Focused on critical thinking, problem-solving, and practical application, students explore STEM disciplines through projects in robotics, coding, biology, physics, and environmental science. The class emphasizes teamwork, communication, and creativity, encouraging collaborative problem-solving and presentations. It aims to ignite curiosity, cultivate a passion for exploration, and lay a strong foundation for future STEM studies and potential careers. By incorporating STEM education, River Dell aims to equip students with the skills to thrive in a rapidly changing world, preparing them to be active contributors and problem solvers.

### **Five Year Mathematics Program in Four Years**

Students who have an **interest and propensity** in mathematics may choose to take five years of mathematics courses within the four years of high school. This may be achieved via three different options:

1. Freshman Year: Students may enroll in both *Advanced Algebra I* and *Advanced Geometry*.
2. Summer between 9th & 10th Grade: Students may enroll in an approved summer school program to take Geometry for credit.
3. Sophomore Year: Students may enroll in both *Advanced Geometry* and *Advanced Algebra II with Trigonometry*.

Below are the conditions of choosing either of the doubling up options:

- A student can request to double up in math. The student should understand that this is not a requirement, but an option for students who have an interest and propensity in mathematics.
- If the student is in 8th grade, they must earn a final course of a **90 or above in Advanced Math 8**.
- If the student is in 9th grade, they must earn a final course grade of an **88 or above in Advanced Algebra I**.
- While taking two math classes, the student will be **removed from the second math course if their grade drops below an 82 for either course**. This withdrawal from the second math class will not be visible on their transcript if the course is dropped by the end of Marking Period 1, but will appear as a WP or WF (withdraw pass or withdraw fail) if the course is dropped after the marking period ends.

**All options require the approval of the Math Supervisor.** Please contact Jennifer Ali, Math Supervisor, to inquire about approval.



# Music

| MUSIC COURSE SELECTIONS  |   |  |  |  |
|--|---|--|--|--|
|  | Grade 9   | Grade 10   | Grade 11   | Grade 12   |
| <b>Electives*</b><br><br><i>*Electives are not cumulative and do not have prerequisites.</i><br><br><i>*Electives may be taken concurrently with other electives or with required courses.</i> | <b>Concert Choir</b><br><br><b>Band,</b><br><br><b>Select Choir,</b><br><br><b>Marching Band</b><br><br><b>History of Rock and Roll/<br/>Guitar 101</b> | <b>Concert Choir,</b><br><br><b>Band,</b><br><br><b>Select Choir,</b><br><br><b>Marching Band</b><br><br><b>History of Rock and Roll/<br/>Guitar 101</b> | <b>Concert Choir,</b><br><br><b>Band,</b><br><br><b>Select Choir,</b><br><br><b>Marching Band</b><br><br><b>History of Rock and Roll/<br/>Guitar 101</b> | <b>Concert Choir,</b><br><br><b>Band,</b><br><br><b>Select Choir,</b><br><br><b>Marching Band</b><br><br><b>History of Rock and Roll/<br/>Guitar 101</b> |

## Music

**Concert Choir**  
Grades 9-12  
2.5 credits/one semester  
5 credits full year

Concert Choir is open to all students who enjoy singing. The Concert Choir performs a broad range of repertoire at semi-annual concerts. Skills of vocal production, sight singing, and sensitive interpretation are nurtured through various special activities in rehearsals. Concert Choir can be taken during the normal school day, or after school during period 9.

NO PREREQUISITE

**Select Choir**  
**BY AUDITION ONLY**  
5 credits/full year

Select Choir students are an advanced group of vocalists who perform a variety of music which requires superior musical skills. The Select Choir performs at special community performances and festivals, as well as at the High School concerts and at graduation. These students also qualify to audition for County, Regional, and All-State ensembles. **Entrance into this group is by audition only.**

**Band**  
Grades 9-12  
5 credits/full year  
2.5 credits/period 9/full year

The High School Band provides musicians with the opportunity to study a wide variety of band literature in order to increase musical skills, knowledge, sensitivity, and concert preparation. The band performs at winter and spring concerts annually.

Band is available during the “normal” school day and after school during period 9.

NO PREREQUISITE

**Marching Band**  
Grades 9-12  
2.5 credits/one semester

This course is designed to give the learner a comprehensive experience in musical/visual performance. All students will learn through mastery of the performance product, and will develop an understanding and appreciation of the product regardless of the genre, as well as a sensitivity and freedom of responsiveness to the beauty of music and movement. The Marching Band performs at High School football games, winter and spring concerts, and at various other programs. **Late afternoon/evening rehearsals.**

NO PREREQUISITE

**History of Rock and  
Roll/Guitar 101**  
Grades 9-12  
5 credits/full year

Students will learn a broad history of rock and roll, from its roots, all the way through present day. Focus will encompass all forms of rock and roll, including punk, disco, music from the 60's through 90's, R and B, and some rap (no country music). Students will also explore playing the guitar, and incorporating different styles of rock and roll into their guitar playing. Students will learn how to read guitar chords, as well as guitar tablature. Students do not need to know how to play guitar to be enrolled in this class.

NO PREREQUISITE

**Special Programs**

The Music Department offers opportunities to participate in music activities through sponsored extra-curricular activities including the Spring Musical and Jazz Ensemble.

The Music department may also offer opportunities to participate in County, Region, and All-State Ensembles through teacher sponsorship. The ensembles chosen will be decided on a yearly basis. These activities require student auditions.

# Physical Education, Health, and Driver's Education

## Physical Education, Health, and Driver Education Grades 9-12 5 credits/full year NO PREREQUISITE

Physical fitness, wellness, and safety express the goals of this discipline. Students in grades 9-12 participate in co-educational curriculum in Physical Education and Health.

In the Physical Education curriculum, students participate in activities which provide:

1. Opportunities and challenges for students to gain and to maintain the knowledge and procedural techniques for physical fitness conditioning;
2. a variety of team and individual sports to give students a wide basis for choosing lifetime recreational pursuits;
3. experience to enhance such social growth and developmental skills as loyalty, decision-making, camaraderie, cooperation, and a sense of sportsmanship;
4. a means of achievement, accomplishment, and success;
5. the programs meet and exceed state mandates.
6. Adventure Games incorporates activities that increase self-esteem and self-confidence, enhances problem-solving skills, and develops skills necessary for working within a group.

The Physical Education curriculum progresses from larger motor activities through team play to an emphasis on the development of lifetime sports. The Physical Education/Health program emphasizes physical fitness, lifetime skills, sportsmanship and team work. Knowledge of body systems, building positive self-esteem, and the development of lifelong health and safety habits are stressed and integrated with other curriculum areas and special events. The overall goal is to offer challenging and varied programs that are responsive to the community and to the student's needs.

Driver's education curriculum offers 30 hours of classroom instruction, concluding with the New Jersey State Exam.

**Teen PEP** is a leadership class seniors may apply to at the end of their junior year. Applicants must fill out an application, go through a group interview, and faculty and administrative review. Teen PEP applies principles of adolescent psychology and gender issues as it examines risky teen behaviors and develops workshops as to how to address these behaviors. Course content includes abusive relationships, date rape, teen pregnancy, sexually transmitted infections, AIDS education and prevention, alcohol and drug abuse, and eating disorders. Students do not have to be in peer leadership to apply for Teen Pep.

**Alternate Physical Education** is an option for students whose schedules are filled with required courses. See your counselor for more information.

# Science

| SCIENCE COURSE SEQUENCE   |   |   |  |  |
|---|---|---|--|--|
|   | Grade 9   | Grade 10  | Grade 11   | Grade 12   |
| <b>Required Courses</b>   | <p>Physics,</p> <p>Conceptual Physics,</p> <p>Honors Physics</p>                  | <p>Chemistry,</p> <p>Honors Chemistry,</p> <p>Environmental Chemistry</p>   | <p>Biology,</p> <p>Honors Biology,</p> <p>Biology of Living Systems</p>  |  |
| <p><b>Electives*</b></p> <p><i>*Electives are not cumulative and do not have prerequisites.</i></p> <p><i>*Electives may be taken concurrently with other electives or with required courses.</i></p> | <p>Robotics,</p> <p>Intro to Computer Programming,</p> <p>Coding,</p> <p>STEM</p> | <p>Science Research (3 YEAR),</p> <p>Robotics,</p> <p>Human Anatomy &amp; Physiology,</p> <p>Intro to Engineering Design (PLTW),</p> <p>Computer Systems and Networking,</p> <p>Intro to Computer Programming,</p> <p>AP Computer Science Principles</p> <p>AP Computer Science A,</p> <p>Coding,</p> <p>STEM</p> | <p>AP Chemistry,</p> <p>SUPA Earth Science,</p> <p>SUPA Forensic Science,</p> <p>Science Research (3 YEAR),</p> <p>Robotics,</p> <p>Human Anatomy &amp; Physiology,</p> <p>Intro to Engineering Design (PLTW),</p> <p>Computer Systems and Networking,</p> <p>SUPA Cyber Security,</p> <p>Intro to Computer Programming,</p> <p>Astronomy,</p> <p>AP Computer Science Principles,</p> <p>AP Computer Science A,</p> <p>Coding,</p> <p>STEM</p> | <p>AP Biology,</p> <p>AP Environmental Science,</p> <p>AP Physics C,</p> <p>SUPA Forensic Science,</p> <p>SUPA Earth Science,</p> <p>Human Anatomy &amp; Physiology,</p> <p>Science Research (3 YEAR),</p> <p>Robotics,</p> <p>Intro to Engineering Design (PLTW),</p> <p>Computer Systems and Networking,</p> <p>SUPA Cyber Security,</p> <p>Intro to Computer Programming,</p> <p>Astronomy,</p> <p>AP Computer Science Principles,</p> <p>AP Computer Science A,</p> <p>Coding,</p> <p>STEM</p> |

# Science

## **Physics**

Grade 9  
5 credits/full year

CO-REQUISITE:  
Advanced Algebra I

This course is a study of select topics of Physics accessible to the typical freshman in the areas of one-dimensional kinematics and dynamics, energy, electricity, and light. Algebra appropriate to the typical Algebra I student is used extensively, although practical applications are emphasized. Laboratory exercises and experiences accompany all areas of study.

## **Honors Physics**

Grade 9  
5 credits/full year

CO-REQUISITE:  
Honors Geometry or  
Advanced Math with 93  
average

This course is a study of select topics of Physics accessible to the typical freshman in the areas of one-dimensional kinematics and dynamics, energy, electricity, and light. This course differs from the standard level course in both content and Mathematical rigor. Laboratory exercises and experiences accompany all areas of study.

## **Conceptual Physics**

Grade 9  
5 credits/full year

CO-REQUISITE:  
Algebra I

This course is a study of select topics of Physics accessible to the typical freshman in the areas of one-dimensional kinematics and dynamics, energy, electricity, and light. This course differs from the standard level course in that it offers a more qualitative and less mathematical approach.

## **Chemistry**

Grade 10  
5 credits/full year

This course is a study of select topics of Chemistry accessible to the typical sophomore in the areas matter and its changes, atomic structure, electron configuration, periodicity, bonding, molecular geometry, intermolecular forces, energy in chemical processes, chemical composition, nomenclature, reactions, stoichiometry, gas laws, solutions. Algebra skills taught in Algebra I are used extensively, although practical applications are emphasized. Laboratory exercises and experiences accompany all areas of study.

## **Honors Chemistry**

Grade 10  
5 credits/full year

PREREQUISITE:  
85 in Honors Physics and  
successful completion of  
Honors Geometry or 92  
in Advanced Algebra

This course is a study of select topics of Chemistry accessible to the typical sophomore in the areas of matter and its changes, atomic structure, electron configuration, periodicity, bonding, molecular geometry, intra- and intermolecular forces, energy in chemical processes, chemical composition, nomenclature, reactions, stoichiometry, gas laws, solutions, chemical equilibrium and kinetics. This course differs from the standard level course in both content and mathematical rigor. Laboratory exercises and experiences accompany all areas of study.

## **Environmental Chemistry**

Grade 10  
5 credits/full year

This course is a study of select topics of chemistry accessible to sophomores in the areas of matter and its changes, atomic structure, periodicity, bonding, molecular geometry, intra- and inter-molecular forces, energy in chemical processes, chemical composition, nomenclature, reactions, gases and solutions. Algebra skills taught in Algebra I Survey are used with an emphasis on the conceptual aspect. Laboratory exercises and experiences accompany all areas of study.

## **Biology**

Grade 11  
5 credits/full year

**PREREQUISITE:**  
Completion of 10th grade  
Chemistry

In this course students explore the origin of life, biochemistry, transport, energy processing, cell cycle, mitosis, DNA, RNA, protein synthesis, meiosis, inheritance patterns, evolution, ecology, Mendelian and molecular genetics. Students will have the opportunity to explore these ideas through class discussion, lab experiences and independent research. Students will analyze authentic data as a part of case studies to form evidence-based conclusions. Ideas discussed in this course will lead to an understanding of societal challenges as well as career paths to affect change in those areas.

## **Honors Biology**

Grade 11  
5 credits/full year

**PREREQUISITE:**  
85 in Honors Chemistry or  
Chemistry with a grade of  
90 or above

In this course students explore the origin of life, biochemistry, transport, energy processing, cell cycle, mitosis, DNA, RNA, protein synthesis, meiosis, inheritance patterns, evolution, ecology, Mendelian and molecular genetics. Students will additionally explore the role of oncogenes and proto-oncogenes, control of gene expression, Hardy-Weinberg equilibrium and population genetics. Students who elect to take Honors Biology have the advantage to expand their science background in a more academically rigorous way. Honors Biology builds upon the abstract reasoning skills acquired in Honors Chemistry. Students will have the opportunity to explore these ideas through class discussion, lab experiences and independent research. Students will analyze authentic data as a part of case studies to form evidence-based conclusions. Ideas discussed in this course will lead to an understanding of societal challenges as well as career paths to affect change in those areas.

**CP Chem teachers should take note of the student's success in math and overall work ethic. The 90% marker is a guideline, but the teacher's recommendation is the most important aspect of this process.**

## **Biology of Living Systems**

Grade 11  
5 credits/full year

In this course, students explore the origin of life, biochemistry, transport, energy processing, cell cycle, mitosis, DNA, RNA, protein synthesis, meiosis, inheritance patterns, evolution, ecology, Mendelian, and molecular genetics. Students will have the opportunity to explore these ideas through class discussion, lab experiences and independent research. Ideas discussed in this course will lead to an understanding of societal challenges as well as career paths to affect change in those areas. In this course, emphasis is placed on applications to everyday life. Concepts related to biochemistry are aligned with environmental chemistry curriculum.

## **Human Anatomy and Physiology**

Grades 10-12  
5 credits/full year

This is a comprehensive course dealing with the structure and functioning of the human body. Emphasis is placed on normal anatomy and physiology, but information about human dysfunction and disease is also incorporated. The course is designed to fulfill the needs of students intending to enter a health profession, or to fulfill the needs of students who wish for a better and more practical understanding of their bodies and how they work. Course content includes a study of the following systems: nervous, sensory, integumentary, skeletal, muscular, and reproductive.

## **Advanced Placement Biology**

Grade 12  
10 credits/full year

**PREREQUISITE:**  
85+ average in Honors  
Biology/90 average in  
Biology.

Anatomy & Physiology is  
recommended before  
enrollment in AP Biology

**and**  
All AP Criteria (pg. 9)

The Advanced Placement Biology curriculum contains 12 units of study. Each unit of study incorporates one or more of the following four Big Ideas. The process of evolution drives the diversity and unity of life. Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. Living systems store, retrieve, transmit and respond to information essential to life processes. Biological systems interact, and these systems and their interactions possess complex properties. In addition to these four Big Ideas, emphasis is placed on scientific process. Students will design, implement and present findings from independent investigations. Students are required to take the Advanced Placement Exam in May.

## **Advanced Placement Environmental Science**

Grade 12  
10 credits/full year

**PREREQUISITE:**  
Chemistry and  
All AP Criteria (pg. 9)

AP Environmental Science is an applied science that has deep roots in problem-solving. Environmental scientists search for viable solutions to environmental problems, solutions that are based as much as possible on solid scientific knowledge. The main focus will be to attempt to understand how the biosphere changes naturally and how human activities are altering it. For example, industry, transportation, water and resource use, energy production, agriculture, waste production and expansion of cities, all go on in a mostly unsustainable way. Many of the environmental problems we face are due to excessive population growth and unsustainable system design. In this class, students will be able to apply knowledge from the basic sciences and mathematics to these very interdisciplinary practical global problems. To take this course, the student must be capable of reading college level textbooks and journals. Students are required to take the Advanced Placement Exam in May.

## **Advanced Placement Chemistry**

Grades 11-12  
10 credits/full year

**PREREQUISITE:**  
All AP Criteria (pg. 9)

**CO-REQUISITE:**  
Enrollment in Pre-Calculus  
or Calculus

AP Chemistry is an intensive second-year chemistry course, which is equivalent to first-year college chemistry. Abstract concepts, mathematical analysis, and sophisticated laboratory work characterize the course. This course prepares students to take the Advanced Placement Exam in the spring, and to experience college level chemistry at the high school level.

**Advanced Placement  
Physics C**  
Grade 12  
10 credits/full year

PREREQUISITE:  
All AP Criteria (pg. 11)  
CO-REQUISITE:  
Calculus

**Syracuse University  
Project Advance  
Chemistry 113  
Forensic Science**  
Grades 11-12  
5 credits/full year  
4 college credits possible

PREREQUISITE:  
Chemistry

**Syracuse University  
Project Advance Earth  
Science 203**  
Earth System Science  
Grades 11-12  
5 high school credits/  
full year  
4 college credits

AP Physics is a calculus-based science course dealing with the branch of Physics known as Mechanics. Students will develop the ability for mathematical reasoning and analysis to solve practical laboratory problems on the level of a first-year college physics course. Students will take the Advanced Placement Exam in May.

**SUPA Forensic Science (CHE 113)** is focused upon the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to provide an introduction to the understanding of the science behind crime, and to historical or civil evidence detection. Scientific methods specifically relevant to crime detection and analysis will be presented, with emphasis placed upon the techniques used in the evaluation of physical evidence. Case studies will be used to examine how physical evidence is used in the legal arena.

Historical cases will be studied to authenticate the technological procedures used in crime investigation. Students will utilize the chemistry techniques learned in the laboratory, biological applications, and a note of physics to explore the techniques of evidence examination. Experts in the field will contribute to the course throughout the year. Topics include fingerprints, hair and fibers, microscopic analysis, soils, glass refractive indexes, blood analysis, DNA fingerprinting, paints, arson, ballistics, and organic analysis, along with others. Readings may include a novel study. Laboratory investigations will include techniques typically used in forensic investigations. **A tuition fee is payable to Syracuse University.**

**Earth System Science (EAR 203)** illustrates the interconnectedness of biologic, hydrologic, atmospheric, and geologic processes in shaping our planet. This new approach to geology reflects a more integrated view towards the study of Earth. In today's world, with increasing global population, the threat of global warming and a growing demand for raw materials and energy, a basic understanding of the Earth system is more important than ever. Students taking this course will learn how the basic elements of the Earth interact through various linkages and feedbacks that operate over timescales from a few years to millions of years. A major goal of this course is to supply students with the basic, yet comprehensive, view of the Earth system necessary for evaluating information and making decisions about relevant environment issues.

Topics covered: Global change over different timescales, Introduction to systems, Global energy balance and the Earth's greenhouse, Atmospheric circulation, Ocean circulation, Circulation of the solid Earth, Continental landforms, Nutrient cycling, The origin of the Earth and life, Long-term climate regulation, Global change over the last 2.5 Ma-present.

EAR 203 is recommended for students who wish to pursue a major program in environmental studies, whether from the physical, biological or engineering perspective, as well as geology. It is also appropriate for students with a strong science background who plan to major in a non-science discipline and seek a course that will fulfill general education requirements. **A tuition fee is payable to Syracuse University.**



**Robotics**  
Grades 9-12  
5 credits/full year  
NO PREREQUISITE

In this elective course students will learn, through the use of robotics, about high level programming languages (in particular C), the Engineering process, and the importance of communicating their ideas and results to others. To reinforce and apply lessons students may join the STEM club, which participates in a robotics competition.

**Intro to Engineering Design**  
**(formerly Engineer Your World)**  
Grades 10-12  
5 credits/full year  
CO-REQUISITE:  
Algebra 2 or higher

Introduction to Engineering Design (IED) is a high school engineering course in the PLTW Engineering Program. Students explore engineering tools and apply a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students' progress from completing structured activities to solving open-ended projects and problems that require them to plan, document, communicate, and develop other professional skills.

**Coding**  
Grades 9—12  
5 credits/full year  
NO PREREQUISITE

Learn the language of the web, JavaScript, to create interactive apps, games, and simulations that seamlessly integrate with webpages. Acquire essential skills like creativity, critical thinking, and problem-solving as you delve into the exciting realm of computer programming. Ideal for beginners, this course empowers students to write code, enhance computational thinking, and easily transition to other programming languages. Cultivate the expertise to become future problem solvers and computer programmers.

**STEM**  
Grades 9-12  
5 credits/full year  
NO PREREQUISITE

The STEM class offers an engaging, hands-on experience integrating Science, Technology, Engineering, and Mathematics. Focused on critical thinking, problem-solving, and practical application, students explore STEM disciplines through projects in robotics, coding, biology, physics, and environmental science. The class emphasizes teamwork, communication, and creativity, encouraging collaborative problem-solving and presentations. It aims to ignite curiosity, cultivate a passion for exploration, and lay a strong foundation for future STEM studies and potential careers. By incorporating STEM education, River Dell aims to equip students with the skills to thrive in a rapidly changing world, preparing them to be active contributors and problem solvers.

## **Science Research 3 Year Program**

Grades 10-12

4 credits, 10th grade

6 credits, 11th grade

6 credits, 12th grade

Note: up to 12 credits can be counted as credits from State University of New York Albany for 11th and 12th grades

### **PREREQUISITE:**

Physics I or Honors Physics I with a grade of 85 or above

**and**  
teacher recommendation

The University in the High School (UHS) Program offers students the opportunity to do original science research and compete for scholarships, as well as participate in other types of science competitions and school symposiums. Students are eligible for up to 12 college credits through the State University of New York at Albany. Students begin their sophomore year by exploring various subject areas in the sciences that interest them, first by reading and evaluating general literature, then progressing to journals and scientific literature. Mathematics, technology, physical sciences, life sciences, social sciences or psychology are all areas of study that may be investigated.

Throughout the program, special attention is paid to the development of both oral and written communications skills. Students will be asked to give several presentations throughout the year regarding reviewed, and progress on individual research projects. In addition, students will be asked to submit written responses to articles read and they will keep track of their research in lab notebooks.

Once students have selected the area of research they would like to pursue, they develop a statement of what they intended to study. Students then carry out original research under the supervision of their mentors and the classroom research teacher. Students continue to work throughout their junior year and complete the work during summer and into their senior year.

## **Introduction to Computer Programming 101 (Programming in Python)**

Grades 9-12

5 credits/full year

This course is an introductory course in computer science which requires no previous experience with programming. However, the course is strongly recommended for students interested in studying computer science in college. The course will begin with the basics of "what is programming?" and introduce what programmers have called "Computational Thinking." The course continues with a moderate exposure to programming in the Python language, including: how to create variables, loops, functions, storing information, and beyond. By the end of this course, students will be able to create applets of their own on Python.

## **Computer Systems and Networking**

Grades 10-12

5 credits/full year

**Computer Systems and Networking** is divided into two parts. Part one, Computer System, prepares students to install computer systems, analyze and repair systems malfunctions, and install software. Students will learn entry-level computer hardware concepts including basic electronics, diagnosing of computer systems, proper use of test equipment and tools, testing operating systems, and implementing malware solutions. The curriculum includes hands on labs in which students design and assemble a computer from components. Part 2, Networking, covers networking technologies, systems, tools, and skills necessary to configure and troubleshoot modern networks. The course includes hands on labs which develop technical ability in the areas of media, topologies, addressing, protocols, network implementation and wireless standards.

**SUPA Cyber Security**

Grades 11-12  
5 credits/full year  
3 college credits  
Tuition Fee

PREREQUISITE:  
Computer Systems  
and Networking

**Intro to Cyber Security (CPS 155)**

SUPA Cyber Security covers implementation and monitoring of security on network and computer systems including how to identify and protect against security threats such as hackers, eavesdropping and network attacks, as well as the basic cryptography. Hands-on labs provide practice in the configuration and mitigation of system vulnerabilities. The curriculum is based on the SUPA Cyber Security course which incorporates the CompTIA Security and Certification guidelines. Juniors and seniors are Eligible to enroll in SUPA and will earn 3 college credits upon successful completion of the course.

**Advanced Placement Computer Science Principles**

Grades 10-12  
5 credits/full year

PREREQUISITE:  
Algebra 1

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

**AP Computer Science A**

Grades 11-12  
5 credits/full year

PREREQUISITE:  
Algebra 2 **plus** one year of  
Computer Programming

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

**Astronomy**

Grades 11-12  
5 credits/full year

PREREQUISITE:  
Geometry, Physics,  
Chemistry

This course is a survey of the universe, light, astronomical instruments and the historical development of Astronomy. Topics start from the quantum Universe of protons and electrons and work their way up to larger objects such as our planets, and even the largest scale of galaxies, as well as scientific theories of the creation of the universe. The possibility of life elsewhere is discussed throughout. Labs supplement the course material and include an evening at an observatory.

# Social Studies

| SOCIAL STUDIES COURSE SEQUENCE  |  |   |  |  |
|---|--|---|--|--|
|   | Grade 9  | Grade 10  | Grade 11   | Grade 12   |
| <b>Required Courses</b>   | <p><b>World Civilization</b></p> <p><b>Honors World Civilization</b></p> | <p><b>US History I</b></p> <p><b>Honors US History I</b></p>    | <p><b>US History II</b></p> <p><b>Honors US History II</b></p> <p><b>AP US History II</b></p>  |  |
| <p><b>Electives*</b></p> <p><i>*Electives are not cumulative and do not have prerequisites.</i></p> <p><i>*Electives may be taken concurrently with other electives or with required courses.</i></p> | <p><b>Psychology</b></p>   | <p><b>Psychology, Constitutional Law &amp; Civil Rights</b></p> | <p><b>SUPA Sociology, SUPA Psychology, SUPA Principles &amp; Contemporary Issues in Sports Management, Psychology, AP Government &amp; Politics, Constitutional Law &amp; Civil Rights</b></p> | <p><b>SUPA Sociology, SUPA Psychology, SUPA Principles &amp; Contemporary Issues in Sports Management, Psychology, AP Government &amp; Politics, Constitutional Law &amp; Civil Rights</b></p> |

## Social Studies

### **World Civilizations**

Grade 9  
5 credits/full year

#### **PREREQUISITE FOR HONORS:**

Maintain grade of 92 or  
above on assessments  
including tests and  
essays in 8th grade

World Civilizations is a full year, chronological/thematic study of the development of Western and non-Western civilizations since 1350. The course examines the major themes, movements, events, as well as individuals who have shaped modern global society and values from the Renaissance through the twentieth century. Students examine the evolution of both Western and non-Western cultures, which have shaped contemporary international issues and institutions.

The Honors course incorporates more depth, as well as challenging reading, writing, research, and presentation assignments. Honors placement depends on teacher recommendation .

### **US History I**

Grade 10  
5 credits/full year

#### **NO PREREQUISITE**

This course takes students from the 1800's through the Era of Imperialism, offering a more in-depth view of the modernization of America. The course examines the foundations of American democracy and traces the development of the American identity through the major political, social and industrial shifts of the 19th Century. The United States History I course is designed to integrate the study of the social, economic, and political problems of this time period. Among the anticipated objectives are the understanding of the growth of democratizing institutions, the development of American domestic and foreign policy and their connections to the present.

### **US History I Honors**

Grade 10  
5 credits/full year

**PREREQUISITE:**  
World Civilizations with a 92  
average or an 85 in Honors

This course takes students from the 1800's through the Era of Imperialism, offering a more in-depth view of the modernization of America. The course examines the foundations of American democracy and traces the development of the American identity through the major political, social and industrial shifts of the 19th Century. The United States History I course is designed to integrate the study of the social, economic, and political problems of this time period. Among the anticipated objectives are the understanding of the growth of democratizing institutions, the development of American domestic and foreign policy and their connections to the present. The Honors course incorporates more depth, as well as challenging reading, writing, research, and presentation assignments.

**US History II**  
Grade 11  
5 credits/full year

PREREQUISITE:  
US History I

US History II examines the social, economic, technological, and political changes that develop as the United States becomes an increasingly more powerful nation and a world leader. The course traces US foreign policy from WWI through the modern era and examines how social change during that time has shifted domestic policy on issues related to gender, race and class. This course supports students acquisition of the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage.

**US History II Honors**  
Grade 11  
5 credits/full year

HONORS PREREQUISITE:  
US History I with a 92 average  
or  
85 or above in Honors US I

US History II examines the social, economic, technological, and political changes that develop as the United States becomes an increasingly more powerful nation and a world leader. The course traces US foreign policy from WWI through the modern era and examines how social change during that time has shifted domestic policy on issues related to gender, race and class. This course supports students acquisition of the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. The honors course incorporates more depth, as well as challenging reading, writing, research, and presentation assignments.

**Advanced Placement  
US History II**  
Grade 11  
5 credits/full year

PREREQUISITE:  
Honors US History I with a  
90 average  
and all AP Criteria (pg. 9)

The AP course in US History II continues the work of Honors US History I, and involves an intensive investigation of the nation's past with a focus on the twentieth century. It appeals to academically strong students who are seeking rewarding work appropriate to their abilities, and who wish to complete college-level studies, as well as enrich their educational programs. To be admitted to the AP US History II course, a student must have successfully completed Honors US History I, and have a written recommendation from their history teacher, provide a writing sample, as well as a review of his/her student portfolio, and be prepared to complete an extensive reading and writing assignment during the summer. All students in this class take the Advanced Placement Examination in May.

**Advanced Placement  
Government and  
Politics**  
Grades 11—12  
5 credits/full year  
and all AP Criteria (pg. 9)

This full-year course is designed to give students a critical perspective on politics and government, and involves both the study of general concepts used to interpret United States politics and analysis of specific case studies. It also requires familiarity with various institutions, groups, beliefs, and ideas that make up the American political reality. During the fall, students volunteer to work in political campaigns of their choice. Students take the Advanced Placement Examination in May.

**Syracuse University  
Project Advance  
Sociology 101**  
Grades 11—12  
5 High School credits/  
Full year  
3 college credits

**Social Perspectives of Human Behavior**

**Sociology 101 (SOC 101)** is designed to encourage students to develop a basic understanding of sociological knowledge at three levels:

1. a basic knowledge of central concepts, theories, and frameworks generally viewed by sociologists as essential to their field of scholarly concern;
2. an understanding of how sociological knowledge is applied to contemporary human groupings, and the implications of those social forces for individuals as they live out their lives in human collectives; and
3. a sociological imagination which, independent of any specific theories or concepts, encourages the student to develop a critical attitude toward society, the self, and their interrelationships.

The format for the course consists of formal lecture on specific topics related to each unit, reading assignments from a variety of sources, class discussion of materials in units, and traditional projects assigned by the instructor. This course is a reading and writing intensive course. The official transcript is issued by Syracuse University. **A tuition fee is payable to Syracuse University.**

**Syracuse University  
Project Advance  
Psychology 205**  
Foundations of  
Human Behavior  
Grades 11—12  
5 High School credits/  
Full year  
3 college credits

**Psychology 205 (PSY 205)** is a full year, three-credit introductory psychology course offered at River Dell through Syracuse University's Project Advance. Students who successfully complete the course can obtain college credit through Syracuse University. The primary instructional goal of the course is to provide students with information regarding major areas of psychology such as learning, memory, biopsychology, development, personality, psychopathology, treatment, and social psychology. The course includes exercises, demonstrations, and video presentations selected to reinforce the topics covered in the course. Students will learn the basic principles, concepts, and research findings in psychology and will become acquainted with psychological research methods and procedures by conducting an extensive research project. Furthermore, students will learn the organizational and study skills important to succeed in college courses, as well as develop their oral and written communication skills as they write and present research findings. The official transcript is issued by Syracuse University. **A tuition fee is payable to Syracuse University.**

**Syracuse University  
Project Advance  
Principles &  
Contemporary  
Issues in Sports  
Management**  
Grades 11-12  
5 High School credits  
3 college credits  
Full Year

**SPM 205: Principles and Contemporary Issues in Sport Management** introduces students to sports business principles and sectors through an examination of problems and issues faced by contemporary sport businesses. Unique characteristics of sport and resulting social and ethical responsibilities of sport managers will be discussed.

In addition to the use of traditional pedagogical teaching methods to deliver basic sport management concepts, students are required to complete a comprehensive, hands-on project that demonstrates their comprehension of the different sectors of the industry covered throughout the semester.

By the end of the course, students will be expected to fulfill the following course objectives:

- Identify and describe the unique characteristics and dimensions of sport.
- Examine some of the major problems/issues facing sport managers.
- Develop a knowledge and understanding of what is involved in the management of sports.
- Gain an appreciation and an understanding for the realm of facets within the sports industry.
- Apply the foundation and principles of sport management to various aspects of the sport industry.
- Understand the social and ethical responsibilities involved in managing sport organizations and events.
- Identify career opportunities in the sports industry and how to be prepared for these opportunities..

**A tuition fee is payable to Syracuse University.**

**Psychology**  
Grades 9-12  
5 credits/full year

**NO PREREQUISITE**

Over the course of the semester, students will grapple with questions like “Why are people the way they are?,” “Why do they do the things that they do?,” “What can psychology tell me about the world around me?” and “How can I use psychology to understand myself and others better?” They will also learn how the wonders of the human mind and the complexities of human behavior are studied scientifically. They will study the vast array of topics studied by psychologists ranging from personality to mental health to the behavior of social groups. Equipped with this knowledge, they will be able to begin to apply psychological principles to many facets of their everyday lives.

**Constitutional Law  
and Civil Rights**  
Grades 10-12  
5 credits/full year

**NO PREREQUISITE**

This course is designed to help students address difficult topics and understand current issues of social justice in American Society. The course will focus on a study of the Supreme Court’s rules on speech, press, privacy, searches, etc. including how our Constitution operates. Students will understand how the decisions of the nation’s highest court impact their own lives and will examine their own backgrounds, biases, and beliefs to understand how we view every social justice issue through the lens of our own experience. The course will help students to fine-tune their self-awareness, so that their individual lenses can inform classroom conversations and help peers understand issues on a deeper level, directly from one another .



# World Languages

**French: Levels I-V and AP**  
**Italian: Levels I-IV and SUPA**  
**Mandarin: Levels I-IV**  
**Spanish: Levels I-V and AP**

Honors options are available for French and Spanish at Level III and above according to the following criteria. AP option is available for French and Spanish. SUPA Italian is available at the 4th year of study.

## Prerequisites for All Language Levels

| CP   | Honors  |
|--|---|
| <b>Level I:</b> No prerequisite                                      | <b>N/A</b>  |
| <b>Level II:</b> Completion of Level I (or Level B in Middle School) | <b>Level 2 Honors:</b> Minimum grade of 95 in Level B in Middle School <u>or</u> 1 in High School |
| <b>Level III:</b> Completion of Level II                             | <b>Level 3 Honors:</b> From regular level III - 95 average; to maintain Honors level - 87 average |
| <b>Level IV:</b> Completion of Level III                             | <b>Level 4 Honors:</b> From regular level III - 95 average; to maintain Honors level - 87 average |
| <b>Level V:</b> Completion of Level IV                               | <b>AP:</b> All AP Criteria (pg. 9)  |
| <b>Spanish Heritage 4</b><br>Grades 10-12<br>Qualifying Assessment   |   |

**Introduction** In all language courses, “communication” refers to receptive, productive and interpersonal modes as defined by the NJ WLCCCS. Receptive refers to listening and reading, productive refers to writing and speaking, and interpersonal refers to students communicating with others via spontaneous written and/or spoken word.

**Level 1** This introductory course provides students with a basic foundation for learning the target language. Students will focus on interpersonal communication and self-expression, not only in conversation, but also in writing. Additionally, students will become familiar with the cultures, traditions, and geography of the regions in which the language is spoken.

**Level 2** Students will build on the language experience they developed in Level 1. They will be able to express themselves with greater ease on a wider range of topics. Students will improve their ability to read and write in target language.

**Level 3** is an intermediate level course which builds on the first two years of study and expands students’ ability to understand and express themselves in spoken and written language. They will develop the ability to handle basic communicative tasks related to practical social situations.

**Level 4** is an intermediate level course which builds on the first three years of study and expands students’ ability to understand and express themselves in spoken and written language. They will develop the ability to create with the language by combining and recombining learned elements. Students will initiate, react to, and sustain simple communicative tasks. They will engage in a variety of strategies to prepare for more complex production of the language.

**Level 5** is an advanced level course in which students will develop more complex vocabulary and skills in order to initiate and sustain a wide variety of communicative tasks and to narrate and describe in paragraph-length connected discourse. Emphasis will be placed on the three modes of language represented in the NJ WLCCCS: interpretive, interpersonal and presentational domains. Through language study, students will also explore the products, practices, and perspectives of the peoples and places connected to the target language.

### **AP Language and Communication**

This challenging elective is a college-level course for students who wish to further enhance their language proficiency in interpersonal, interpretive, and presentational language. The course is conducted entirely in the target language. Students study the social, cultural, historical and economic contexts of the target language-speaking areas of the world using a wide range of print, visual and audio resources. All students are required to take the Advanced Placement Examination in May.

### **Spanish Heritage 4**

Heritage/Native speaking students are being placed into Spanish levels that don’t address their needs in terms of mastery of Spanish. For example, some students can speak fluently but struggle reading or writing. The class will be narrowly focused on the gaps in the students’ current understanding of the language.

- An entrance exam will be administered to the students who identify as Heritage/Native speakers. This exam will cover all areas of language mastery and the student’s proficiency level within all areas will be determined by the result.

This class will be a modified curriculum of the upper-level Spanish classes already offered at the High School. This will allow for a modified classroom environment where the focus of instruction will be on foundational skills.

**Syracuse University  
Project Advance  
Italian**

Grades 11—12

5 high school credits/  
full year

4 college credits

**PREREQUISITE:**  
Sequential completion of  
Italian I, II, and III

**Intermediate Italian (ITA 201)**

Conducted in Italian, this course will review Italian grammar, polish writing and speaking skills, and offer consistent exposure to Italian language and culture.

Syracuse University Project Advance (SUPA) is a cooperative program between Syracuse University (SU) and your high school that allows high school students to enroll in SU courses. Teachers who are also adjunct SU instructors teach these classes in the high school, following the curriculum and guidelines established by SU. SUPA enables high school students to gauge their ability to do college work prior to full-time college study. Upon successful completion of an SU course, students are awarded SU transcripts that record credits earned. These credits are transferable to hundreds of colleges and universities nationwide. Note that there is a per-credit tuition charge associated with SU courses, although this charge is significantly discounted and financial aid is available to eligible students.

**A tuition fee is payable to Syracuse University.**

**Beginner ESL** Preparing each student to participate successfully in our English-speaking classrooms and for life in the United States is our goal. We strive to provide our Bilingual/ESL students with the skills necessary in speaking, listening, reading, and writing to successfully participate and learn in the regular classroom. At the same time, we encourage our students to maintain their native language and cultural heritage. The ESL class provides explicit English language instruction, along with support of the materials covered in the content area classes. When a student passes the exit requirements, which include reading and writing exams, he/she is transitioned into the regular schedule with minimal support.

**PREREQUISTE:**  
teacher recommendation

**Intermediate ESL** Similar to Bilingual ESL, this course focuses more on facilitating success in the content-area courses, while providing language mini-lessons where appropriate. In addition, students will begin practicing the skills and activities on which they will be tested on the HSPA during the 11th grade year. When a student passes the exit requirements, which include reading and writing exams, he/she is transitioned into the regular schedule with minimal support.

**PREREQUISTE:**  
teacher recommendation

**Advanced ESL** The central goal of this course is to prepare the students to pass the HSPA, and to prepare them for the Scholastic Aptitude Test (SAT). Lessons will include how to write a sophisticated essay, reading comprehension, vocabulary building, and communicating fluently. Support for content area material will also be provided. When a student passes the exit requirements, which include reading and writing exams, he/she is transitioned into the regular schedule with minimal support.

**PREREQUISTE:**  
teacher recommendation

**ESL Enrichment** Content area vocabulary will be the focus of the program, along with English literacy skills. Students will learn reading strategies and techniques to develop fluency in academic English. Students that are currently struggling in content area courses and need extra time to complete quizzes or tests would be encouraged to take this course. Students of all proficiency levels and grades will benefit from this course.

**PREREQUISTE:**  
teacher recommendation

## Senior Options

### **Senior Internship Experience**

Grade 12  
Up to 5 credits

Seniors: Do you want to enhance your senior year transcript? Make yourself more marketable in a competitive academic and professional setting?

Consider selecting the Senior Internship Experience. During one semester of your senior year once a week, you are placed with a mentor in a professional setting. Begin to develop workplace readiness skills, professionalism, long and short term career goals as well as begin to create your very own professional portfolio. Earn up to 5 credits and learn how to network in areas like law, business, medical, media, marketing, education, and more.

### **School-To-Work**

Grade 12  
15 credits  
1/2 day course work  
1/2 day school-to-work

School-To-Work is a full year career paid work place experience for seniors. Linked directly with a career education course which meets Mondays, Wednesdays and Thursdays. This 15 credit course is a terrific way to begin setting long and short term career goals while earning some money. Employment opportunities range from office settings, customer service, retail, business, medical and sales. Each student is responsible to keep employment September to June; 15-25 hours a week on the books. Each student is personally offered weekly career counseling and supervision to help them reach their individual professional goals.

## Special Education

### Special Education

Students classified by the Child Study Team as having special needs are accommodated through a wide range of programs and courses. The instruction, curriculum, and design of these courses are approved by the State of New Jersey and Board of Education. They are designed to meet a wide range of learning styles and social/emotional needs.

*These courses include:*

|                      |             |
|----------------------|-------------|
| English & Humanities | Grades 9-12 |
| History              | Grades 9-12 |
| Mathematics          | Grades 9-12 |
| Science              | Grades 9-12 |
| Study Skills         | Grades 9-12 |
| Reading              | Grades 9-12 |

## Other Programs

**Vocational Satellite  
Share Time**  
Grades 9-12  
20 credits  
Bergen County  
Vo-technical High School  
1/2 Day

This is a career program designed to prepare a student for a specific vocation after high school graduation. Instruction in courses related to the pursued career is provided by Bergen Technical/Vocational High School on a campus to which bus transportation is provided. Academic course instruction takes place on the River Dell High School campus, which comprises the other half of a student's day at school.

**Vocational Satellite  
Share Time**  
Grades 9-12  
20 credits  
Rockland County  
BOCES Vo-technical  
High School  
1/2 Day

Whether you plan to enter the workforce or go on to college, the Rockland BOCES Career & Technical Education Center (CTEC) has a wide range of courses to satisfy the diverse interests and abilities of all students. Classes meet 5 days a week, in either the morning or afternoon session.

## River Dell High School 2022-2023 School Year - Credit Recovery

One of the many options that students have is taking an online course through Educere, River Dell's provider. These courses may be taken for credit recovery. The cost for any Educere course is the responsibility of the student's parents. For more information, please speak with your guidance counselor.

Below are the virtual education Make-Up (Credit Recovery) courses available through Educere for high school students over the school year of 2022-2023. Educere is a leading K-12 virtual education services organization with school customers across 42 US states and 22 countries. Register online at [www.educere.net](http://www.educere.net) using Educere course number and River Dell school code KUVZPE2C.

### Language Arts

| Educere ID | Course Name                      | Cost     | Credit     | Schedule   | Provider                 |
|------------|----------------------------------|----------|------------|------------|--------------------------|
| DAFSP4210  | Creative Writing                 | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education       |
| DAFSP2779  | English 09 (Intro to Literature) | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education       |
| DAFSP2782  | English 10 (American Literature) | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education       |
| DAFSP3118  | English 11 (World Literature)    | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education       |
| DAFSP2781  | English 12 (Literature)          | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education       |
| DAFSP4206  | Journalism                       | \$270.00 | Abbrv Full | Self Paced | FOUNDERS Education (EDL) |
| DAFSP4048  | Public Speaking                  | \$270.00 | Abbrv Full | Self Paced | FOUNDERS Education (EDL) |
| DAFSP3853  | Writing Skills and Strategies    | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education       |

### Math

| Educere ID | Course Name              | Cost     | Credit     | Schedule   | Provider           |
|------------|--------------------------|----------|------------|------------|--------------------|
| DAFSP2796  | Algebra I                | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |
| DAFSP2800  | Algebra II               | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |
| DAFSP2943  | Algebra III/Trigonometry | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |
| DAFSP2801  | Geometry                 | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |
| DAFSP2857  | Pre-Calculus             | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |

### Physical Education/Health

| Educere ID | Course Name                         | Cost     | Credit     | Schedule   | Provider           |
|------------|-------------------------------------|----------|------------|------------|--------------------|
| DAHSP3144  | Drivers Ed - NJ                     | \$195.00 | Abbrv Half | Self Paced | FOUNDERS Education |
| DAFSP3496  | Physical Education and Health 09—SY | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |
| DAFSP3706  | Physical Education and Health 10—SY | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |
| DAFSP3497  | Physical Education and Health 11—SY | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |
| DADSP3459  | Physical Education and Health 12—SY | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |

### Science

| Educere ID | Course Name        | Cost     | Credit     | Schedule   | Provider           |
|------------|--------------------|----------|------------|------------|--------------------|
| DAFSP2826  | Anatomy/Physiology | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |
| DAFSP2816  | Biology            | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |
| DAFSP2827  | Chemistry          | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |
| DAFSP2791  | Physics            | \$195.00 | Abbrv Full | Self Paced | FOUNDERS Education |

## Social Studies

| <b>Educere ID</b> | <b>Course Name</b>                                      | <b>Cost</b> | <b>Credit</b> | <b>Schedule</b> | <b>Provider</b>          |
|-------------------|---|-------------|---------------|-----------------|--------------------------|
| DAFSP2815         | Constitutional Law & Civil Rights (American Government) | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education       |
| DAFSP4003         | Law-Introduction to Legal Studies                       | \$270.00    | Abbrv Full    | Self Paced      | FOUNDERS Education (EDL) |
| DCHSP3857         | Pers Financial Lit/Econ-NJ                              | \$195.00    | Abbrv Half    | Self Paced      | FOUNDERS Education       |
| DAFSP2855         | Psychology (Human Behavior)                             | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education       |
| DAFSP2828         | US History I (to 1900)                                  | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education       |
| DAFSP2831         | US History II (1900—Present)                            | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education       |
| DAFSP2852         | World Civilizations (World History—HS)                  | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education       |

## World Languages

| <b>Educere ID</b> | <b>Course Name</b> | <b>Cost</b> | <b>Credit</b> | <b>Schedule</b> | <b>Provider</b>    |
|-------------------|--------------------|-------------|---------------|-----------------|--------------------|
| DAFSP4217         | Chinese I          | \$270.00    | Abbrv Full    | Self Paced      | FOUNDERS (FL)      |
| DAFSP4218         | Chinese II         | \$270.00    | Abbrv Full    | Self Paced      | FOUNDERS (FL)      |
| DAFSP3607         | French I           | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education |
| DAFSP3620         | French II          | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education |
| DAFSP3621         | French III         | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education |
| DAFSP2053         | Italian I          | \$250.00    | Abbrv Full    | Self Paced      | FOUNDERS (CI)      |
| DAFSP2054         | Italian II         | \$250.00    | Abbrv Full    | Self Paced      | FOUNDERS (CI)      |
| DAFSP2055         | Italian III        | \$250.00    | Abbrv Full    | Self Paced      | FOUNDERS (CI)      |
| DAFSP3093         | Spanish I          | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education |
| DAFSP2975         | Spanish II         | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education |
| DAFSP3104         | Spanish III        | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education |

## Electives

| <b>Educere ID</b> | <b>Course Name</b>     | <b>Cost</b> | <b>Credit</b> | <b>Schedule</b> | <b>Provider</b>         |
|-------------------|------------------------|-------------|---------------|-----------------|-------------------------|
| DCFSP4347         | Accounting             | \$295.00    | Abbrv Full    | Self Paced      | FOUNDERS (FE)           |
| DAFSP4076         | Art Studies            | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education      |
| DAFSP4238         | Essentials of Business | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education      |
| DAFSP4180         | Marketing I            | \$295.00    | Abbrv Full    | Self Paced      | FOUNDERS Education(EDL) |
| DAFSP4075         | Music Studies          | \$195.00    | Abbrv Full    | Self Paced      | FOUNDERS Education      |



### **Course and Program Information**

Generally, the courses made available through Educere are delivered primarily through the internet and/or computer. However, the methods used to deliver a given course could include any combination of the Internet, Email, Streaming Video, Streaming Audio, DVD, CD, Video Tape, Audio Tape, Real-time Telephone-based Meetings, Real-time Web-based Voice Meetings, Real-time Web-based Text Meetings, Print Materials, and Traditional Mail. Most courses are delivered in an asynchronous (anywhere, anytime) environment. A virtual instructor teaches each course, and students communicate with the instructor via email and/or toll-free phone number. An Educere Personal Learning Coach™ provides administrative support to schools, students and parents throughout the virtual education experience. The Educere Personal Learning Coach™ is not a tutor.

### **Registration and Schedule**

- Review course selections with your Counselor.
- Registration Due Date: **Rolling Registrations**
- Start Date: Approximately 7 days after receipt of registration and payment
- End Date: Abbreviated courses must be completed within 60 days of the student's start date. Half and quarter year abbreviated courses must be completed within 30 days of the student's start date. School may designate an earlier end date.
- All courses are self-paced, but students must complete them by the designated end date.

### **Contact Information**

- River Dell High School Guidance Department: 201-599-7221
- Educere Personal Learning Coach™: 866-4EDUCERE (433-8237)

educere@educere.net  
toll-free 866.4EDUCERE (866.433.8237)  
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fax 866.348.1050

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