

# SAGE DAY HIGH SCHOOLS CURRICULUM HANDBOOK

2018-2019  
GRADES 9-12

## Sage Day Mission

*To provide a safe, small, therapeutic and challenging educational community that integrates social, emotional and academic growth through the collaboration of students, families, and staff to empower and prepare students with the skills needed to realize their potential and achieve success.*

## Equality in Curriculum

*Sage Day Curriculum is aligned with New Jersey Core Curriculum Content Standards and Common Core Standards. Each Curriculum addresses the elimination of discrimination by removing achievement gaps, fostering collaboration and providing opportunities for students to learn together regardless of race, creed, color, national origin, ancestry, age, gender, religion, sexual orientation, disability or socioeconomic status.*

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## **FOREWORD**

This booklet has been prepared to explain the curricular offerings at Sage Day and to assist students in planning their program for the coming year.

Sage Day recognizes that students have individual needs and interests. The design of our program is to provide the opportunity to plan an individual pattern of studies which takes into consideration the interests and abilities of each student. It also provides for study in subjects necessary for a broad general background.

As students progress through their educational career, there should be many opportunities to explore and experience a variety of courses. In this way the student can determine which areas they wish to delve into more thoroughly. The individual program students develop will enable them to work toward achieving their educational, occupational, and personal goals.

## **THERAPEUTIC SERVICES**

The therapeutic services at Sage Day provide a unique opportunity for students to improve their relationships with peers and family members and deepen their understanding of how their emotions help or hinder their ability to succeed academically and socially. The treatment continuum is intensive and consists of 2 individual therapy sessions of 30 minutes per week, 2 group therapy sessions of 40 minutes per week, 1 family therapy session of 45 minutes per week and immediate crisis intervention for acute episodes of emotional stress. Many of our students have been in therapy prior to attending Sage Day. We encourage this to continue and will coordinate our efforts with those professionals who are providing treatment. Group and individual sessions are conducted during the academic portion of the day. Group therapy is held during the first period of the day on either Monday and Thursday or Tuesday and Friday. Individual therapy is conducted during the academic periods in the morning. Any academic content or material missed while attending therapy is given to the students at another time or reinforced during the next class period.

The overall goal of treatment is to identify and reduce the internal and external conflicts that impede a student's ability to realize their potential and to provide each student with insight to know and understand who they are and what they want to become. The Sage Day clinical team, school district, student, and family collaborate to assess, separate and clarify the biological and emotional stressors from the developmental tasks of adolescence, which can pose as pathology. To accomplish this, appropriate expectations can be put in place of those that generate overwhelming feelings of anxiety, depression and social phobias. Although the challenge of change is a necessary yet difficult and at times painful process, the intensity and professionalism of the therapeutic services at Sage Day serves as a reliable and nurturing environment in which students and their families can grow together.

## **TUTORING SERVICES**

Sage Day provides the services of a Learning Disabilities Teacher Consultant (LDTC) for those students who need support for academic classes. The LDTC works collaboratively with the teachers of students who need reinforcement in writing, reading, study skills or mathematics. Students who receive these services are referred by the case manager or by a teacher. Additionally, Sage Day has implemented a Peer Academic Support system wherein a teacher refers students in need of academic assistance for tutoring. The student is assigned to a student tutor based on their specific needs. Students are given the time, space, and materials needed to work together towards a greater academic understanding. The students who serve as tutors are members of the National Honor Society and/or Peer Mediation team.

## **TECHNOLOGY SERVICES**

Sage Day has implemented a technology program that we believe will enhance our student's educational performance. The Computer Network is an easy-to-use system giving students, teachers, administrators, and parents' access to their individualized learning environment from any computer in the school, community or home.

Computer network offers the following features for all students, teachers, administrators and parents:

- All may surf the Internet in a safe and filtered environment.
- All have access to an e-mail account, which allows a direct line of communication.
- Google Drive and Google Classroom provide every student with an electronic collection of his or her achievements, assessment, and feedback, as well as access to resources and assignments for classes.
- Powerschool allows students and parents online access to grades and progress reporting, including report cards.
- Naviance provides high school students with a platform for career and college exploration and preparation.

Our technological goal for Sage Day is to use the Computer Network to help our students, teachers and parents become more involved in the learning process.

**Computer Usage:**

Sage Day Schools provides computer equipment, computer services and Internet access to its pupils and staff for educational purposes only. The purpose of providing technology resources is to improve learning and teaching. Network access is provided to conduct research and to communicate with others solely for education related applications.

Use of the school computers is a privilege. All students and staff have access to the internet through the Sage Day networked computers. Technology, computers, networks and resources, shall require employees to sign a Blogging & Social Network Policy, and require employees and students, together with their parents or legal guardian (s) if they are under the age of 18, to sign a Technology & Media Agreement.

Students are responsible for appropriate behavior on computer networks/computers. Computer network/computer storage areas shall be treated in the same manner as other school storage facilities. Administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on Sage Day servers will always be private.

Within reason, freedom of speech and access to information will be honored. However, behavior including but not limited to the following are prohibited:

- Sending or displaying offensive messages or pictures;
- Using obscene language and/or accessing visual depictions that are obscene as defined in section 1460 of Title 18, United States Code;
- Using or accessing visual depictions that are child pornography, as defined in section 2256 of Title 18, United States Code;
- Using or accessing visual depictions that are harmful to minors including any pictures, images, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
- Depicting, describing, or representing in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, content that lacks serious literary, artistic, political, or scientific value as to minors;
- Harassing, insulting or attacking others;
- Damaging computers, computer systems or computer network/computers;
- Violating copyright laws;
- Using another's password;
- Trespassing in another's folders, work or files;
- Intentionally wasting limited resources;
- Employing the computer network/computers for commercial purposes/ and/or
- Engaging in other activities that do not advance the educational purposes for which computer network/computers are provided.

Students will use computers under the following conditions:

1. Students will use computers only under staff supervision.
2. Students are to log in to Computer Network using only their own username and password.
2. Food / drinks of any kind are not allowed at any computer workstation.
3. Students are prohibited from altering computer hardware or formatting.
4. Any student who vandalizes computer hardware or software will be held financially responsible.
5. Any student suspected of vandalizing computer equipment in any way will have their computer privileges revoked.

6. Any student who misuses computer equipment by accessing inappropriate internet sites, sending vulgar, harassing, or abusive emails, engaging in excessive printing, accessing Computer Network using another person's user name, tampering with computer formatting or hardware or any other inappropriate use of the Sage Day computer network will be subject to loss of privileges, or will be held financially responsible for any damage caused and may be subject to legal action if engaging in illegal or harassing behavior.

#### **Electronic Devices:**

1. The use of digital and electronic devices such as cell phones, iPads, iPods, CD and DVD players shall be allowed for educational purposes as defined by a staff member with Administrative approval.
2. The Administration reserves the right to confiscate and review contents on any digital or electrical device for appropriateness.
3. That repeated misuse of any electronic or digital device including in-class use not related to educational purposes, accessing inappropriate content and failure to comply with a request to put the device away will result in its being confiscated and returned at the end of the day. After the fourth offense the device will be returned only to a parent/guardian.
4. The use of texting on mobile devices/phones is only permitted during break and lunch periods. It may be permitted for educational purposes during a specific class period but only with prior approval of the teacher.
5. Sage Day is not responsible or liable for any electronic device brought to school.

#### **Electronic Mail:**

All email messages sent and received on the Sage Day computer network must have an educational purpose and are subject to review. Sage Day reserves the right to cooperate fully with local, state and federal officials in any investigation concerning or relating to any e-mail transmitted on the Sage Day computer network/computers.

## **COMMUNITY EXPERIENCES**

Sage Day Schools attend field trips throughout the year. These field trips incorporate not only academics but physical and social growth as well. The students are taken off campus on a voluntary basis; although, certain educational trips may be a requirement of a particular academic class. The students are offered a variety of trips that focus on physical or cultural education. Trips have included Philadelphia's Constitutional walking tour, the Museum of Modern Art, Ellis Island, the Martin Guitar factory, the Museum of Natural history, Broadway and New Jersey theater productions, an end of year trip, as well as the end-of-year picnic. As an end of the year trip, all students are invited to go to Point Pleasant Beach or Six Flags for the day

## **COLLEGE EXPERIENCE**

The College Experience provides an opportunity for students to take a course at a local college while still in the supportive environment of Sage Day. To be eligible, a student must be a second-semester Senior, passing all current coursework, and must have earned enough credits in Fine, Practical and Performing Arts to devote two afternoons per week to attend classes at a local college. Students will be assisted in course selection and registration and will attend a peer support group at Sage Day during their college course.

## **TRANSITION EDUCATION**

Transition Education provides the opportunity for students to transition more smoothly from secondary education into meaningful, high quality employment or further education. School-to-Career (STC) partnerships between Sage Day and business/industry/labor, and community-based organizations enable students to take part in internships and/or work-study experiences. These experiences are designed to integrate vocational-technical education into the school day and to help students begin to transition into the real world of work. Specifically, Transition Education is about connecting classroom to careers, and it includes:

- Connecting the curriculum to "real-world" applications.
- Connecting school to life to prepare for lifelong learning.
- Connecting schools and communities.
- Connecting classrooms with workplaces.

## STUDENT SCHEDULING AND COURSE PLANNING

### **Grade 9**

English 9  
Physics (Boonton)  
Biology I (Princeton, Rochelle Park)  
World History  
Mathematics (Integrated Algebra, Algebra I, or Geometry)  
Writing Workshop  
Freshman Seminar  
Health 9  
Physical Education  
Electives (2)

### **Grade 10**

English 10  
Biology II (Boonton, Princeton)  
Chemistry (Rochelle Park)  
US History I  
Mathematics (Integrated Geometry, Geometry, or Algebra II)  
Sophomore Seminar  
American Sign Language I (Princeton)  
Spanish I (or other World Language)  
Driver Education  
Physical Education  
Electives (2)

### **Grade 11**

English 11  
Chemistry (Boonton, Princeton)  
Environmental Science, Genetics, or Anatomy (Rochelle Park)  
Marine Biology (Princeton)  
US History II  
Mathematics (Integrated Algebra II, Geometry, Algebra II, Pre-Calculus)  
American Sign Language II (Princeton)  
Spanish II (or other World Language)  
Financial Literacy (Boonton, Princeton)  
Health 11  
Career and College Process I  
Physical Education  
Electives (2)

### **Grade 12**

English 12 or Honors English  
Environmental Science (Boonton)  
Physics, Environmental Science, Genetics, Anatomy, Zoology, Microbiology, Advanced Biology (Princeton, RP)  
Financial Literacy (one semester required) or Introduction to Business  
Mathematics (Algebra II, College Prep Math, or Calculus)  
Electives (3)  
Career and College Process II  
Health 12  
Physical Education  
Optional (The College Experience or School to Career Program)

# ACADEMIC POLICIES

## **Grade Determination:**

The scholastic year is divided into two (2) semesters; each including a cumulative midterm or final exam. The table below indicates how marking period grades and examination grades are weighted in calculating final grades.

<b>Marking Periods and Exams</b>	<b>Percentage of Final Grade</b>
<b>1st marking period</b>	<b>22.5%</b>
<b>2nd marking period</b>	<b>22.5%</b>
<b>Mid-Term Exam</b>	<b>5%</b>
<b>3rd marking period</b>	<b>22.5%</b>
<b>4th marking period</b>	<b>22.5%</b>
<b>Final Exam</b>	<b>5%</b>

*Amended July 2014*

In order to pass for the year, a student must earn passing grades during a minimum of two (2) quarters, including a minimum of one (1) quarter during the second semester. Exam grades are included in the cumulative average for the year, 5% of each semester, 10% of the entire year's average.

Grading criteria are to be explained at the beginning of the year (or semester for semester courses) for each course and included in course syllabus or outline.

## **Cumulative (Final) Grade Criteria:**

Cumulative grades and GPA are given at the end of the school year using a weighted average of the marking period grade from each quarter and the midterm and final exams. Electives are included in the cumulative GPA.

## **Marking Period Grade Criteria: Academic Courses:**

Academic grades are weighted as follows

30% Large Assessments (Tests, Performance Assessments, PBLs, Quizzes, Essays)

30% In-Class Work (Class-work, Collaboration, Cooperation, Preparation, Effort)\*

20% Homework

20% Quizzes

These grading criteria and percentages are to be used for every academic course without exception.

\*Note: Participation is regarded holistically. Students who are hesitant to speak or answer questions aloud should not be penalized for "lack of participation."

## **Marking Period Grade Criteria: Elective & Physical Education Courses**

Elective and physical education grades are weighted as follows:

75% In-Class Work (Classwork, Collaboration, Cooperation, Preparation, Effort)

25% Assessment (Demonstration of Skill via Performance Assessment, Project, Progress Journal, etc)

*Amended July 2014*

## **Grading System:**

Letter grades are given at the end of each marking period for individual classes. A passing grade is **D** or above. Credit for courses is given at the end of the school year. All courses receive numerical grades. The following conversion table may be used to convert numeric to letter grades.

**Grade Conversion Table:**

<b><u>Range/100 pts</u></b>	<b><u>GPA Pts</u></b>	<b><u>Grade</u></b>	<b><u>Range/100 pts</u></b>	<b><u>GPA Pts</u></b>	<b><u>Grade</u></b>
93-100	4.0	A	70-72	1.75	C-
90-92	3.7	A-	68-69	1.5	D+
	5				
87-89	3.5	B+	65-67	1.0	D
83-86	3.0	B	65	1.0	P
80-82	2.7	B-	Below 65	0	F
	5				
77-79	2.5	C+	No credit (55)	0	N
73-76	2.0	C			

Student work is assessed using the average achieved during each marking period on the 100 point scale above. The equivalent letter grade is the grade earned for that quarter. To average the final grade, the points for each quarter are averaged with equal weight to obtain a final average on the 100 point scale. This average is then converted to a final letter grade and the equivalent GPA points on a 4.0 scale. Per attendance policy (see pages 21-23), when a student has been absent for 6 or more days in any quarter or 21 or more days in a school year, a grade of No Credit (N) may be assigned. When obtained during any quarter, the N grade is averaged with other grades with a value of 55. A student receiving a grade of N for the year in any course will receive no credit for that course.

*Amended July 2014*

**Exams:**

Exams are cumulative. The Midterm Exam assesses knowledge of material from first semester. The Final Exam assesses cumulative knowledge from the entire course. Midterm and Final Exams are two class periods in length, with an optional extra period if extended time is needed. (There are no longer “quarterly exams”.) A take home exam, paper, or sustained performance or portfolio-based assessment may be substituted for an in-class exam with preapproval from the Principal. Students entering school mid-year will be tested only on material covered from their date of entry.

*Amended July 2014*

**Pass / Fail Grading:**

At the discretion of the Course Instructor and the Principal or Educational Director, students may be granted the right for assessment to be calculated on a *Pass / Fail* basis rather than as a numerical measurement. The grade of P shall carry a numerical equivalent of 65 and a GPA value of 1.0. (*Amended July 2011*)

**Incomplete Grades:**

A teacher may give an incomplete grade for any given term if assignments were not completed and/or tests not taken due to non-chargeable or excused -chargeable absences. The work must be completed in a time span which does not exceed the length of the absence. If the work has not been completed within this time limit, the teacher will issue a grade based on work received averaging in grades of zero for any missing work. **Any incomplete grade must be converted to a standard letter grade by the Progress Report deadline for the next quarter. Incomplete grades received during the fourth marking period or on a final exam must be made up by July 30th or the last day of the summer program.**

**High School Academic Honors Policy:**

Sage Day students can earn High Honors or Honors status each term by attaining the following grades in their courses: *High Honors*: An academic average of 93 (A) for the marking period with no grade below an A- (90).

*Honors*: An academic average of 88 (B+) for the marking period with no grade below a B- (80).

Students who maintain High Honors throughout the school year will earn an appointment to The *Principal's List* and be recognized during the Commencement Ceremony. Names of students making the Principal's List will be engraved on a special plaque which is displayed in the Main Office.

A candidate for any Honors appointment who is in violation of any discipline policy or displaying behavior unbecoming an Honors Student will be denied appointment until such time that all violations and/or behavioral issues have been resolved. *Amended July 2005*

### **Academic Honesty: Cheating and Plagiarism:**

Sage Day is committed to promoting Academic Honesty in our students. Cheating is considered to be any attempt to gain academic credit for knowledge or work not genuinely a student's own. Plagiarism is the intentional presentation of another's words, research, or ideas as one's own. There are many reasons why students cheat or plagiarize (e.g., haste, anxiety about performance or grades, excessive competitiveness, perfectionism, lack of knowledge of proper paraphrasing or citation technique, lack of knowledge of what constitutes plagiarism, or pure desire to get over). When it is determined that a student has cheated or plagiarized the response shall be as follows:

In the first instance of cheating or plagiarism it is important to:

1. Report incident to Administration, Therapist and Parents.
2. Identify and explore the underlying reasons for the incident.
3. Coordinate specific educational, clinical interventions and disciplinary actions appropriate to the student and situation. Depending on the severity of a first offense and the student's response to discussions with teacher and administrators the Principal or Educational Director may, at his or her discretion, offer the student the opportunity to complete an alternative assignment.
4. Educate the student about cheating and plagiarism.

Consistent with the typical response to cheating and plagiarism, any subsequent instances of plagiarism, or instance of plagiarism committed by a student after she has successfully completed instruction in cheating and plagiarism shall result in a grade of zero (0) for the assigned work or exam and further disciplinary action up to and including in-school suspension may be considered.

*Amended July 2011*

### **High School Graduation Requirements:**

Each student must meet the educational requirements for his/her school district including:

1. **Attendance** that satisfies district and/or Sage Day's attendance requirements.
2. **Credit Hours** that satisfy district minimums.
3. **Course Distribution**, i.e., completion of all required core courses.
4. **HSPA/PARCC** -attainment of minimal proficiency or exemption from the HSPA or PARCC.
5. **End of Year Biology Exam (EOC)**– attainment of minimal proficiency or exemption from the EOC
6. **Course Proficiency** - successful completion of all required courses.

No student will be granted a diploma or certificate of promotion until all academic, disciplinary, financial, and/or other procedural obligations have been satisfied. A student with outstanding obligations may take part in commencement exercises. However, a diploma will not be issued until these obligations have been satisfactorily resolved.

### **Homework Policy:**

1. Homework counts as **20%** of each marking period grade. Thus, a student who does not complete any homework will not be able to receive a marking period grade higher than **80** for any given academic course.
2. Students are expected to maintain a homework assignment book.
3. Students are expected to hand in completed assignments on time.
4. Students are responsible for any work missed due to **any non-chargeable or chargeable excused absence from class. Students will not be allowed to make up work missed due to any chargeable non-excused absence(s) without approval from the Principal.**
5. Students failing to turn in homework may be required to attend Practical Studies/Study Strategies classes in order to complete academic assignments.

6. Chronic missing homework assignments may necessitate a meeting between staff, student, parents, and administration.

*Amended July 2010*

**Academic Assistance:**

Any student can request academic assistance at any point during the course of the school year. If deemed necessary by the staff, a student may also be assigned to receive academic assistance in the form of assistance from the Learning Disabilities Teacher Consultant, tutoring from a teacher or peer, or assignment to a Practical Studies or Study Strategies class.

**Academic Progress Reports:**

Progress reports are available through Power School. Using their individual ID and Password, parents and students can log on to <http://sagedayps.stjp.net> to check grades at any point throughout the year. At the midway point of each marking period, teachers will add comments to the current grade to communicate students' current progress.\*

**Report Cards:**

Report cards will also be available through Power School. Please refer to the Academic Calendar for the report card and progress report schedule.

\*If there is a problem accessing Power School, please contact the office manager to receive assistance or a hard copy of the report.

**Parent -Teacher Conferences**

Parent-Teacher conferences are scheduled twice each school year. The specific dates for each year are indicated on the Academic Calendar. Parents, at the high school, schedule a ten (10) minute consultation with the teacher in each academic subject area and report cards will be issued. If there is an issue that requires further discussion, parents may make an appointment with the Principal and/or Clinical Director. Please note that all conferences with staff and Administration will be conducted **by appointment only**.

**Changes in Academic Course Selection:**

A student must make an appointment with the Principal or Educational Director in order to request a change in his or her academic schedule.

**Changes in Elective Course Selection: (High School)**

Elective course selection is considered a firm commitment by the student for at least one semester and will be altered only:

- During the drop/add period during the first week of a semester or,
- If there is a conflict between courses due to a schedule change or,
- If a course has been removed from the curriculum due to lack of interest and,
- If the student has received authorization from the administration.

It should be noted that dropping a course after the drop/add period may result in loss of credit for that course for the school year. *Amended July 2005*

**Sage Day Summer Program:**

The Sage Day Program is five weeks in duration each summer. It is open to all students who have completed grades 5-11. Classes are held daily from 9:00 AM - 12:00 PM. Students are required to attend group therapy sessions twice weekly.

All students may attend this program for the purpose of enrichment. At the discretion of the administration and sending school district, some students may attend for credit to make up a grade of F when deemed appropriate. Students and parents should contact the administration for further information.

Students may not earn credits lost due to excessive absences during the school year by attending the Summer Program without approval from the Director of School Operations. Attending summer sessions also cannot alter incomplete grades that subsequently received an F unless otherwise approved by the Director of School Operations.

**Student Records and Confidentiality:**  
**Notification of Rights under F.E.R.P.A.**  
**For Sage Day**

The Family Educational Rights and Privacy Act (F.E.R.P.A.) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day Sage Day receives a request for access. Parents or eligible students should submit to the Clinical Director or designee a written request that identifies the record(s) they wish to inspect. The Clinical Director or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask Sage Day to amend a record that they believe is inaccurate. They should write the Clinical Director or designee, clearly identify the part of the record they want changed, and specify why it is inaccurate. If school officials decide not to amend the record as requested by the parent or eligible student, Sage Day will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that F.E.R.P.A. authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Sage Day as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Trustees; a person, company, or school district partnership with whom Sage Day has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. The South Jersey Technology Partnership is an outside party that has been retained as a school official for the purpose of the electronic storage of pupil records. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Sage Day to comply with the requirements of F.E.R.P.A. The name and address of the Office that administers F.E.R.P.A. are:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW, Washington, D.C. 20202-5901

# CURRICULUM DESCRIPTIONS

## ENGLISH PROGRAM

### **COURSE: ENGLISH 9-LITERATURE ABOUT THE INDIVIDUAL AND CONFLICT (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

English 9 is a two-semester course designed to develop the ability of each student to read and write as well as develop critical thinking skills. Emphasis is also placed on vocabulary enrichment. The course follows various themes and students will be studying different genres, including drama, poetry, short stories, and novels. Throughout this course students will be taught to analyze, synthesize, and predict aspects of text in order to better understand themselves and their world. This course adheres to the Common Core Standards for English Language Arts.

### **COURSE: ENGLISH 10-LITERATURE ABOUT INDIVIDUAL IDENTITY (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

English 10 is a two-semester course designed to develop the ability of each student to read and write as well as develop critical thinking skills. This course will explore different literary techniques, as well as help students develop a better sense of how to think critically as well as analyze different types of literature. Students will study different genres, including drama, short stories, novels, and informational texts. Works may include: *The Catcher in the Rye*, *The Perks of Being a Wallflower*, *A Tree Grows in Brooklyn*, *Black Boy*, *The Lord of the Flies*, *The Effects of Gamma Rays on Man in the Moon Marigolds*, *Speak*, *Macbeth*. This course adheres to the Common Core Standards for English Language Arts.

\*Although the teacher may select works appropriate to student needs, a classic novel, a contemporary work, and a Shakespeare play will be read.

### **COURSE: ENGLISH 11– THE AMERICAN EXPERIENCE THROUGH LITERATURE (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

English 11 is a two-semester course designed to help students to read and discuss literature critically, to hone advanced academic writing skills, and to review and practice the grammar, usage, and vocabulary skills that are vital to polished communication. The course specifically features American literature that will convey the spirit and thought of various segments of the nation throughout its history, and to enable students to grasp a more thorough understanding of themselves and of the human condition. The course largely involves the study of essays, novels, and plays, including the works of the Individualists and the Freedom Writers, Fitzgerald's *The Great Gatsby*, and Miller's *The Crucible*. The course also satisfies a Shakespeare requirement with the study of *Othello*. Vocabulary studies that enhance SAT knowledge will also be emphasized, and students will be introduced to rhetorical writing devices and the analysis and synthesis of informative sources. These studies are all in accordance with the Common Core Standards for English Language Arts.

## **COURSE: ENGLISH 12 - LITERATURE ABOUT SOCIETY (Rochelle Park, Boonton, )**

### **COURSE DESCRIPTION:**

Credit Hours: 5

English 12 is a two-semester course designed to develop the ability of each student to read and write as well as develop critical thinking skills. Emphasis is placed on preparing students to meet the demands they may face in future academic or professional pursuits. The literature of the course focuses on key social issues of the 20<sup>th</sup> and 21<sup>st</sup> centuries, requiring students to think critically about the world that they are about to enter into and the complex issues they will face as global citizens. Throughout this course students will be taught to analyze, synthesize, and predict aspects of text in order to better understand themselves and their world. Students will study different genres, including drama, short stories, novels, and informational texts. Works may include: *Night\**, *Maus: A Survivor's Tale, 1984*, *Catch 22*, *Fahrenheit 451*, *Hamlet/Taming of the Shrew\**, *Twelve Angry Men*, or *The Kite Runner*. This course adheres to the Common Core Standards for English Language Arts.

\*Although the teacher may select works appropriate to student needs, *Night*, a classic novel, a contemporary work, and a Shakespeare play will be read.

## **COURSE: ENGLISH 12 HONORS (Rochelle Park)**

### **COURSE DESCRIPTION:**

Credit Hours: 5

This course is designed to provide students ample opportunities to develop their analytical skills through focused, purposeful reading, discussion, and writing. Students will closely analyze the texts, learn to identify patterns, and synthesize information. Through their writing, students will develop well-supported interpretations and make meaningful connections. In addition to developing their essay writing skills, students will strengthen their overall communication skills by frequently participating in on-line and in-class discussions in which they will develop, challenge, and defend their ideas and interpretations. Drawing from a wide range of fiction and non-fiction texts, students will explore how the concepts and themes from literature can reflect aspects of society and be applied to broader issues. In particular, we will focus on the larger theme of how individuals function within their society. Students will consider how society shapes the individual and how an individual can impact the larger society. Works may include: *How to Read Literature Like a Professor*, *Great Expectations*, *The Kite Runner*, *A Raisin in the Sun*, *I Know Why the Caged Bird Sings*, *I Am Malala*, *Anne Frank: The Diary of a Young Girl*, *Taming of the Shrew*, *Hamlet*, select short stories, poems and informational texts. Supplemental material will be used to prepare students who wish to take the AP English Literature or Language exam.

## **COURSE: WRITING WORKSHOP (9<sup>th</sup> Grade)**

### **COURSE DESCRIPTION:**

Credit Hours: 5

Writing Workshop is a two-semester course designed to familiarize students with different genres of writing. These include journals, essays, poems, short stories, and film and music critiques. Students will utilize the writing process and will work with one another to edit their product. At times the topics will be given by the teacher, while at other times the students may choose their own topics. At the end of the year, students will have a portfolio of various pieces of writing. This course adheres to the new Common Core Core Standards for ELA.

## **COURSE: CREATIVE WRITING/POETRY (11th and 12th grade-Boonton)**

### **COURSE DESCRIPTION:**

Credit Hours: 4

Creative Writing/Poetry is an elective course designed to provide opportunities for creative written expression. The course will focus on helping students develop their writer's voice while exploring their individual style and experimenting with a variety of formats. Students will be exposed to new forms, content, concepts, and challenged

to write within various constraints. Students will also be strongly encouraged to share writing and learn how to give constructive and tactful feedback as well as how to accept constructive criticism. Students in this course will also be strongly encouraged to submit to and help create the school's literary magazine.

## **MATHEMATICS PROGRAM**

### **COURSE: GENERAL MATH (Boonton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

This course will serve as a preparation for future high school coursework in algebra and geometry. It will help students to maintain and build upon concepts and applications from general mathematics as well as give them a solid introduction to key concepts in algebra and geometry. It also provides exploratory experiences in data analysis and probability.

### **COURSE: ALGEBRA I (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

Algebra I is designed to furnish the student with the algebraic skills needed to progress to higher courses in the mathematics sequence. Emphasis is placed integration, application, and connection to other subjects. The student will also learn to communicate mathematical ideas in various forms. Algebra I will focus on standard topics such as: signed numbers, exponents and roots, scientific notation, unit conversions, solutions with one unknown, algebra of polynomials and rational expressions, graphing solutions of simultaneous equations, and problem solving. The modified form of this curriculum is **Integrated Algebra I**.

### **COURSE: ALGEBRA II (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

Algebra I is designed to furnish the student with the algebraic skills needed to progress to higher courses in the mathematics sequence. Emphasis is placed on integrating real-world examples that require students to apply algebraic thinking and make connections to what they are learning in other subjects. The student will begin to command mathematical terms and communicate strategies for attacking problems. Algebra I will focus on standard topics such as: signed numbers, exponents and roots, scientific notation, unit conversions, solutions with one unknown, algebra of polynomials and rational expressions, graphing solutions of simultaneous equations, and problem solving. The modified form of this curriculum is **Integrated Algebra II**.

### **COURSE: GEOMETRY (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

This course is designed to develop within students the problem-solving logic of geometry. Geometry as a subject can serve as a bridge between the algebraic subjects and trigonometry; emphasis will be placed on utilizing algebra to confirm the spatial relations described by the various theories, axioms, postulates and corollaries. In this course, students will use twenty first century skills to create solutions to problem-based assignments and will apply these solutions to real world applications. The modified form of this curriculum is **Integrated Geometry**.

## **COURSE: PRE-CALCULUS (Rochelle Park, Boonton, Princeton)**

### **COURSE DESCRIPTION:**

Credit Hours: 5

Precalculus covers topics which traditionally follow Intermediate Algebra. In addition to applying mathematical concepts, formulas and skills, an emphasis on reading mathematical content will be incorporated in daily lessons. Students will learn about careers which benefit from proficiency in higher level mathematics courses, as well as the 21st century math skills required for success in the business world. A deliberate effort will be made to develop strategies to solve problems in science, business and real life situations. Students will become comfortable with, and proficient in, the use of scientific and graphing calculators, computers and mathematical software as tools for solving open-ended, authentic problems. *Prerequisites: Algebra II or equivalent and Geometry*

## **COURSE: CALCULUS (Rochelle Park, Boonton, Princeton)**

### **COURSE DESCRIPTION:**

Credit Hours: 5

This course is offered to fourth year students who have met the prerequisite mathematics courses including Geometry, Algebra I, Algebra II, and Pre-Calculus. The aims of this course are to prepare students for college level courses in Calculus and Calculus 2.

## **COURSE: INTEGRATED ALGEBRA I**

### **COURSE DESCRIPTION:**

Credit Hours: 5

Integrated Algebra I is designed to furnish the student with the algebraic skills needed to progress to higher courses in the mathematics sequence. Emphasis is placed on real-world applications that require students to apply algebraic thinking and use 21<sup>st</sup> century skills. The student will begin to command mathematical terms and communicate strategies for attacking problems. Integrated Algebra I will focus on standard topics such as: signed numbers, exponents and roots, unit conversions, solutions with one unknown, algebra of polynomials and rational expressions, graphing using technology, and problem solving.

## **COURSE: INTEGRATED GEOMETRY**

### **COURSE DESCRIPTION:**

Credit Hours: 5

This course is designed to develop within students the problem-solving logic of geometry. Integrated Geometry can serve as a bridge between the algebraic subjects and trigonometry; emphasis will be placed on utilizing algebra to confirm the spatial relations described by the various theories, axioms, postulates and corollaries. In this course, students will use twenty first century skills to create solutions to problem-based assignments and will apply these solutions to real world applications.

## **COURSE: INTEGRATED ALGEBRA II**

### **COURSE DESCRIPTION:**

Credit Hours: 5

Integrated Algebra II is an extension of Integrated Algebra I and Geometry, providing the foundation for the study of advanced mathematics. Topics will include linear equations, inequalities, systems of expressions, rational equations, powers, roots, complex numbers, quadratic equations, conic sections, functions (polynomial, exponential, logarithmic) and an introduction to trigonometry. Throughout this course, students will be challenged to find solutions to problem-based tasks and apply these solutions to real-world scenarios, including the application of these processes to solve problems. This course will encourage students to utilize their 21<sup>st</sup> century skills to determine authentic resolutions and further advance their critical thinking and analytical skill sets when given a problem to solve

**COURSE: COLLEGE PREP MATH (Rochelle Park–Elective)**

**COURSE DESCRIPTION:**

Credit Hours: 5

This course is designed for the student who needs a refresher in the concepts of Algebra and Geometry, and the reinforcement of PARCC/SAT/Accuplacer proficiencies. It will help students to review and build upon concepts and applications from Integrated Algebra I, Algebra I, Integrated Geometry, Geometry, Integrated Algebra II, and Algebra II.

**COURSE: PERSONAL AND CONSUMER FINANCE (Rochelle Park–Elective)**

**COURSE DESCRIPTION:**

Credit Hours: 5

This course focuses on mathematical concepts that will help students navigate personal finance issues as well as consumer economics. Emphasis will be placed on practical application of mathematical concepts as well as an understanding of how personal finance operates within our society. Students will apply these concepts in order to become more financially literate and make financially sound decisions.

## **SCIENCE PROGRAM**

### **COURSE: BIOLOGY (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

Biology is a two-semester course designed to give a comprehensive overview of life science, with an emphasis on the molecular and biochemical processes involved in life functions. Major topics include basic chemistry, cell structure, energy changes, cell reproduction, heredity, molecular genetics, evolution, diversity of life, plant and animal comparative biology, and ecology.

### **COURSE: GENETICS (Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

Human Genetics is a two-semester course that is an extension of the genetics unit covered in the biology course. It will begin with the role of DNA, how traits are inherited in humans, and will discuss the ethical dilemma of genetics research, types of genetic disorders, and its effect on heredity. It will cover genetic technology such as cloning, stem cells, and gene therapy.

Prerequisite: Completion of Biology

### **COURSE: ENVIRONMENTAL SCIENCE (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

Environmental science is a course designed to teach students about science and complex issues facing our environment. This course is taught from an interdisciplinary approach; issues and controversies will be explored from ecological biology, social, economic, ethical and governmental policy positions. The students will gain an understanding of the basic scientific method, tools and techniques needed to understand and analyze environmental issues such as population growth, resource depletion, industrial and municipal pollution (air, water & trash), climate change, and ozone depletion.

### **COURSE: CHEMISTRY (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

Chemistry is a two-semester course designed to describe the nature of matter in terms of molecular behavior. Major topics will include atomic and molecular structure, chemical bonding, stoichiometry, properties of solutions, kinetic-molecular theory, and periodicity of the elements. This course will also focus on such topics as equilibrium, thermodynamics, acids-bases, oxidation-reduction reactions, and nuclear chemistry.

### **COURSE: PHYSICS (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

This two-semester course is divided into four blocks of topics: Mechanics, Thermodynamics, Electromagnetism, Optics with Atomic Physics

Emphasis is placed on the use of the basic Physical Laws for explaining everyday events. This dividing of Physics into four blocks is the reflection of the main tendency in Physics to explain new physical effects based on previous ones. All the blocks are adjusted to the students' mathematical abilities.

### **COURSE: ANATOMY (Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

Anatomy is a class focused on the study of the structures and functions of the human body. The class is organized according to levels of increasing complexity from the cellular level to the organ systems. Some of the topics that will be explored will be the terminology and relationships of body parts, the regulation of varying systems (i.e. cardiovascular, immune, integumentary, etc.), muscle contraction, and the mechanisms responsible for monitoring the body's response to stress and diseases. A portion of the class will revolve around a variety of laboratory activities. Topics covered via such include: microscope use, chemical analysis, use of anatomical models, and guided "virtual" dissections. The class has been designed to prepare students for college level experiences, including those associated with the pursuit of one of the many health-related fields, or to serve as an enlightening experience for those who wish to learn more about the human body.

### **COURSE: ZOOLOGY**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

Using examples from extant and extinct species, we will be examining the phyla and classes that make up Kingdom Animalia. Paying special attention to our local biodiversity, we will be exploring and comparing the strategies that different animals use to exist on our planet. Starting with theories on the beginnings of life, the course will travel in time and discuss the hypothesized footsteps that lead to the current biodiversity of our planet.

### **COURSE: FORENSICS**

#### **COURSE DESCRIPTION:**

Credit Hours: 5

In this course, students will apply scientific principles to examine and analyze physical evidence. Students will understand how science is used to better understand and solve crimes. Students will also learn about the various applications and careers associated with forensic science.

### **COURSE: MICROBIOLOGY**

#### **COURSE DESCRIPTION:**

Credit Hours: One Semester 2.5

We will be exploring life at the microscopic level across the three domains of life. From an ecological standpoint we will study Archaea, Bacteria, Protists, parasites, and viruses. Breaking from the stereotype that they are disease-causing agents, we will talk about beneficial usages of bacteria. Most microbes are not actually harmful at all, but we will also study disease causing agents and their ability to cause people harm. We will study the fight from the standpoint of the pathogen and the host, taking close looks at viral diseases and parasite life cycles.

### **COURSE: ADVANCED BIOLOGY**

#### **COURSE DESCRIPTION:**

Credit Hours: One Semester 2.5

Using primary literature, lessons taught in class, and other materials for research, the class will hold discussions about issues of conflict in biology. Working with many issues from Ecology and environmental science, Genetics and Genetically modified organisms, and pop-science misconceptions and myths – the class will be engaging with multiple fields of science and applying their research into discussions and projects. “Was the Tyrannosaurus Rex a scavenger or a predator?” “What does it mean that a food item has been genetically modified?” “What type of impact does a depleting ozone layer have on various ecosystems?” Students will engage with the material to hold formalized discussions and debates on the topics that are being covered.

## **SOCIAL STUDIES PROGRAM**

### **COURSE: WORLD HISTORY (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 5

World History is more than just a series of dramatic events. It is the story of the human community- how people lived on a daily basis, how they shared ideas, how they ruled and were ruled, and how they fought. Students learn critical and historical thinking as they study history and cultures, the role of geography and the development of social, economic and political structures throughout the world at various times. The history topics listed for each of the eight eras of world history are organized around the following geographic areas: Eastern Europe, Western Europe, East Asia, Africa, the Middle East, North America, and Latin/Mesoamerica. They are grouped into the following topics: study of a particular civilization; specific structures within the civilization such as political, social and economic; comparative civilizations/societies; connections among civilizations; global processes such as trade, conflict, and demographic change; world religions; and humanities: arts, sciences, and culture.

### **COURSE: U.S. HISTORY I (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 5

This course fosters, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography. In achieving this goal, students will acquire a basic understanding and appreciation of American traditions and values based on knowledge of history and of the development and functioning of the American constitutional system of government. They will develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans. In addition, students will acquire basic literacy in the core disciplines of social studies and have the basic understandings needed to apply this knowledge to their lives as citizens, understand world history as the context for United States history and as a record of the great civilizations and cultures of the past and present.

### **COURSE: U. S. HISTORY II (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 5

United States History II fosters, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography. This course covers the time period of Reconstruction through fallout from World War II.

### **COURSE: GLOBAL ISSUES (Boonton)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 5

This course is designed to build students' aptitude for global thinking through the mastery and usage of various facts and concepts in current issues and geography. These skills will help in formatting individual opinions on relevant global issues. At the center of the course is a method of inquiry, utilizing cause and effect analysis within a structural and functional framework that is applicable in social scientific and non-social science areas. The subject area of the course is set up to complement material in previous history courses and for students to expand their knowledge on current worldly matters..

**COURSE: PHILOSOPHY (Boonton)**

**COURSE DESCRIPTION:**

Credit Hours: 2

This course is an introduction to philosophy and combines study of famous philosophers with challenges in critical thinking. Topics include the problem of knowledge, morality, free will, and government. In addition, students use critical thinking skills to analyze underlying issues in current events.

**COURSE: CIVICS (Elective, Princeton, Rochelle Park)**

**COURSE DESCRIPTION:**

Credit Hours: One Semester 2.5

Civics is a half-year course which includes topics such as cultural and social structure, the individual in society, social inequality, social institutions, and the changing social world. Sociology is a cross-curriculum course, and it integrates history, politics, and psychology.

**COURSE: SOCIOLOGY (Elective, Rochelle Park & Boonton)**

**COURSE DESCRIPTION:**

Credit Hours: One Semester 2.5

Sociology is a half-year course which includes topics such as cultural and social structure, the individual in society, social inequality, social institutions, and the changing social world. Sociology is a cross-curricular course, and it integrates history, politics, and psychology.

**COURSE: PSYCHOLOGY GRADE 12 (Elective, Rochelle Park & Boonton)**

**COURSE DESCRIPTION:**

Credit Hours: One Semester 2.5

This course will serve as an introductory course to the study of Psychology. The goal of the course is to make the study of individual human behavior and experience relevant, interesting, and approachable. This course will introduce students to the content, terminology, methodology, and application of the discipline. This elective course contains an introduction followed by four units based on the physiological, cognitive, behavioral, and effective domains of psychology.

**COURSE: HISTORY OF MEDIA AND COMMUNICATIONS (Elective, Rochelle Park)**

**COURSE DESCRIPTION:**

Credit Hours: One Semester 2.5

This course covers the history of media forms and communication technologies (from the alphabet to the internet). The course focuses on the development of different media forms in relation to social, economic, perceptual, and technological conditions and historical moments. Topics may include: television, film, censorship, propaganda, and advertising.

**COURSE: WORLD MYTHOLOGY (Elective, Rochelle Park & Boonton)**

**COURSE DESCRIPTION:**

Credit Hours: One Semester 2.5

Mythology class is an overview of world mythology, the study of myths: their nature, functions, symbolism and uses; their cultural contexts, artistic expressions, and influence on contemporary life. This course will also explore how myths relate to great human themes that run through the world's cultures. The class will explore how mythological thinking has affected experience and human understanding since prehistoric times. By comparing myths and cultures, and different forms of artistic expression and interpretation, you will improve your abilities to analyze, conceptualize, and communicate across disciplines, and you will discover what these stories have to do with people's lives today. Students will see that myths are something that every culture creates to help cope with the unanswerable questions of life and to express fundamental feeling about reality.

## **COURSE: FINANCIAL LITERACY (Elective: Princeton)**

### **COURSE DESCRIPTION:**

**Credit Hours: One Semester 2.5**

Our society is becoming consistently more complex. People are regularly having to make financial decisions that impact their health and quality of life. Because of this, it is critical that students leave high school with some tools to enable them to do this effectively. In the Financial Literacy course, they will be introduced to making informed financial choices. Students will be introduced to the following topics:

- Creating a budget
- Saving and investing money
- What is credit? When should you use it? What is the implication of using credit?
- Taxation – Why does government need money and what are the various ways that they can go about collecting money.
- Managing risk
- Entrepreneurship – What are the benefits and implications of being in your own business.

## **COURSE: INTRODUCTION TO BUSINESS (Rochelle Park)**

### **COURSE DESCRIPTION:**

**Credit Hours: One Semester 2.5, Year 5**

Introduction to Business is designed to introduce students to the world of business and the practice of management. It is designed to be an interactive and lively experience that provides the student a basic understanding of organizations, managers, business and themselves. This course will set a solid foundation for college and future careers. For several weeks during the course, students will work on teams to create their own business plan in which they will realistically perform duties in areas such as product planning, financing, human resources, marketing/advertising, selling, and management/distribution of products. This hands-on course involves students in a variety of activities that will provide them with the necessary skills to be successful in the constantly changing workplace. Students will be engaged in teamwork, presentations, case studies and current events while learning the following topics: today's economy, business ownership, career exploration, getting and keeping a job, managing money and budgeting, understanding banking and credit, and management skills. The knowledge obtained in this class is practiced and reinforced throughout the course and is transferable to other courses as well as everyday life.

## **WORLD LANGUAGES**

### **COURSE: SPANISH I (Rochelle Park and Boonton)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 5

Spanish 1 serves as an introduction to the Spanish language and culture. Basic listening, speaking, reading, and writing skills are developed. Communication skills are the primary focus of this course. Throughout the course you will be introduced to different forms of Hispanic culture, from everyday life to art and literature. At the end of Spanish 1, students will be able to express themselves and engage in simple conversation in Spanish within the limits of their knowledge of vocabulary and structure.

### **COURSE: SPANISH II (Rochelle Park and Boonton)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 5

Spanish 1 serves as an introduction to the Spanish language and culture. Basic listening, speaking, reading, and writing skills are developed. Communication skills are the primary focus of this course. Throughout the course you will be introduced to different forms of Hispanic culture, from everyday life to art and literature. At the end of Spanish 1, students will be able to express themselves and engage in simple conversation in Spanish within the limits of their knowledge of vocabulary and structure.

### **COURSE: SPANISH III (Rochelle Park)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 5

Spanish III is a course designed to follow Spanish II, the foundation of the language. The four language skills – listening, speaking, reading, and writing – with culture are covered in this course. There is a strong emphasis on grammar and verb conjugation, covering imperfect, preterite vs. imperfect, future, conditional, present perfect, imperfect progressive, imperative and subjunctive tenses. At the end of Spanish 3, students will be able to express themselves and engage in conversation in Spanish within the limits of their knowledge of vocabulary and structure.

### **COURSE: SPANISH IV (Rochelle Park)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 5

Spanish IV is a course designed to follow Spanish III, the foundation of the language. The four language skills (listening, speaking, reading and writing) as well as culture are covered in this course. There is a refresher on the grammar and verb conjugations learned in Spanish 1, 2 and 3. Spanish IV covers new verb tenses such as Present perfect, Progressive, Pluperfect, Conditional perfect, and Future perfect tenses. In this course, students will have the opportunity to explore the culture and history, journalism, and literature of a country or region of the Spanish-speaking world in each chapter. In Spanish IV, students will be required to speak Spanish for 90% of class time.

### **COURSE: AMERICAN SIGN LANGUAGE 1 and 2 (Rochelle Park, Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 5

This is an online learning class with live instruction with an introduction to American Sign Language as a language. The work includes online live class, self-study, tutoring hours, assignments, weekly quizzes and exams. This class is designed to introduce students to American Sign Language. Students will begin developing skills needed to communicate with deaf persons – such as finger spelling, signed words, mime, and gestures. Focus is on communicative competence. Students will have the opportunity to use the skills learned in class to communicate with deaf persons.

## **STUDY STRATEGIES AND TRANSITION COURSES**

### **COURSE: STUDY STRATEGIES COURSE (SSC) (Princeton, Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 1-4

This course is offered to students as an opportunity to enrich their learning through guided instruction and independent practice. Study Strategies provides a structured setting to support students' efforts to raise grades, learn good study habits and develop effective work strategies. The program's course and study is developed based on educational need and is modeled on mainstream programs. All students registered will work in conjunction with one of their teachers each week to enhance their understanding of and achievement in the given subject as well as overall study skills. The program is designed to promote the acquisition of strategies and techniques that will enable students to function more successfully and independently. Teachers in Study Strategy Classrooms (SSC) will offer support and guidance but will focus on increasing student accountability. Each semester two SSCs will be offered: a Math/Science teacher will lead one and an English/Social Studies teacher will lead the other. Students will enter either class based on their academic needs. Furthermore, students will be assigned to SSC if they earn 2 D's or an F in English, math, history, and/or science courses at the end of each academic semester.

### **COURSE: FRESHMAN SEMINAR (Princeton, Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 1

In this one-semester course, freshmen will demonstrate understanding of the importance of the following aspects of through various forms of expression and hands-on processing:

- Sage Day: A Therapeutic School, Purpose & Direction
- 21<sup>st</sup> Century Technology: Classlink, Naviance, Other Web-based Instruction
- Goals & Objectives, 5-Year Plan, Choices & Decision-Making
- Organization, Study Skills, Note-taking, Task & Time Management
- Perspective: Presentations from Administrator, Upper Classman, Others
- Reflection: Throughout Semester including Mid-Course and End of Course

### **COURSE: SOPHOMORE SEMINAR (Princeton, Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 1

In this one semester course, sophomores will examine and express their learning about:

- Success
- Their Future
- Their Own 5-Year Plan
- Study Skills
- Careers
- Why high school matters (and after high school)
- Technology tools that facilitate the creation and sharing of knowledge

### **COURSE: COLLEGE AND CAREER PROCESS I & II (Princeton, Rochelle Park and Boonton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 1 per course

The college preparation process is an all-encompassing, multi-year transition incorporating various steps that must be taken in order to academically, socially and emotionally ready take on college level experiences and/or

work/vocational trades. The Career and College Process Course is designed for Sage Day students and their families, offering them an opportunity to develop an individualized plan for the systematic approach to the college selection, application, acceptance and financial aid process, as well as any trades, skills, or professions that may be appropriate.

The Career and College Process Course I is taken during the last half of the junior year and the Career and College Process Course II is taken during the first half of senior year.

### **COURSE: TEST PREP (Boonton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 1

Sage Day's TEST PREP Course is designed to help students improve their test-taking potential so they can maximize test results. Students will learn important test-taking strategies and what to expect as far as content information and format. Test areas covered are Mathematics, Reading Comprehension, and Essay Writing. Students will also review how to do their best in computerized tests such as the PARCC with the use of the SMART board and chrome books. Class instruction includes a review of problem solving skills and math concepts, as well as approaches to help you improve your reading comprehension and essay writing skills. Upon successful completion of the Test Prep Course, students will possess the tools necessary to complete various tests such as the SAT, ACT, HSPA, and PARCC to the best of their ability.

### **NAVIANCE PROGRAM**

#### **PROGRAM DESCRIPTION:**

Naviance is a web-based guidance program used to better support career and college counseling for students. It is an interactive program connecting students, staff, counselors and parents to collaboratively support students' transition from high school to post-secondary pursuits. Naviance matches students to potential careers, colleges, technological schools, financial aid and grants/scholarships. It fosters more in-depth, one to-one guidance between counselor and student. Naviance will be used in all transition courses from Grade 9 through graduation.

## **HEALTH AND SAFETY**

### **COURSE: HEALTH 9 (Princeton, Rochelle Park & Boonton)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 1-5

The comprehensive health and physical education program encourages students to take responsibility for their own lives by acting conscientiously in the present and by establishing positive health practices that will support and enhance lifelong wellness. The goal of the comprehensive health and physical education program is to develop citizens who are both health-literate and physically educated. Emphasis is placed on the importance of physical fitness and the risks involved with alcohol, tobacco, and other drugs. To promote both physical and mental health and safety, this curriculum will also address relevant Harassment, Intimidation, and Bullying (HIB) and Teen Dating Violence Issues.

### **COURSE: DRIVER EDUCATION (10<sup>th</sup> Grade, Princeton, Rochelle Park & Boonton)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 1

The Driver Education course is offered to students to master the essentials of driving and issues related to driver emergency situations, the law, insurance and procedures necessary to successfully take the state exam for a driver's permit. Tenth Grade students take the course to fulfill their health requirement. The course does not offer behind the wheel experience. At the conclusion of this 30-hour course, students may take the state exam for a New Jersey Driving Permit. The exam may be retaken by appointment.

### **COURSE: HEALTH 11 (Princeton, Rochelle Park & Boonton)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 1-5

The comprehensive health and physical education program encourages students to take responsibility for their own lives by acting conscientiously in the present and by establishing positive health practices that will support and enhance lifelong wellness. The goal of the comprehensive health and physical education program is to develop citizens who are both health-literate and physically educated. Emphasis is placed on disease prevention and learning about human sexuality and the reproductive system. To promote both physical and mental health and safety, this curriculum will also address relevant Harassment, Intimidation, and Bullying (HIB) and Teen Dating Violence Issues.

### **COURSE: HEALTH 12 (Princeton, Rochelle Park & Boonton)**

#### **COURSE DESCRIPTION:**

**Credit Hours:** 1-5

The comprehensive health and physical education program encourages students to take responsibility for their own lives by acting conscientiously in the present and by establishing positive health practices that will support and enhance lifelong wellness. The goal of the comprehensive health and physical education program is to develop citizens who are both health-literate and physically educated. Emphasis is placed on health-enhancing behaviors and body systems. To promote both physical and mental health and safety, this curriculum will also address relevant Harassment, Intimidation, and Bullying (HIB) and Teen Dating Violence Issues.

## **PHYSICAL EDUCATION PROGRAM**

### **COURSE: PHYSICAL EDUCATION (Boonton, Princeton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 4

The comprehensive health and physical education program encourages students to take responsibility for their own lives by acting conscientiously in the present and by establishing positive health practices that will support and enhance lifelong wellness. The goal of the comprehensive health and physical education program is to develop citizens who are both health literate and physically educated

### **COURSE: LIFESTYLE FITNESS (Princeton, Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 4

Students will develop individual fitness levels in aerobic capacity, flexibility, and body composition. This portion of the program includes activities and skills that encourage a worthy use of leisure time while emphasizing the importance of maintaining fitness after graduation. It stresses physical education activities that help the student develop socially and emotionally as well as physically. Through regular participation in lifestyle fitness, the student receives instruction in sports and methods of maintaining fitness, which will have the potential to improve the quality of their adult life. Each activity will last 2-3 weeks. Some examples of activities for lifestyle fitness are: Bocce Ball Golf, Zone Ball, and modified sports.

### **COURSE: TEAM SPORTS (Princeton, Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 4

Team Sports is designed to provide intermediate instruction in various team sports which may include Touch Football, Soccer, Ultimate Frisbee, Basketball, Badminton, Baseball and Volleyball. Students will improve knowledge of and proficiency in various team sports while enhancing individual fitness and skills. Included will be instruction in skills, knowledge of strategies, and rules of the sports. Each sport will last 2-3 weeks.

### **COURSE: CROSS TRAINING (Princeton, Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 4

Each student will learn how to develop a weight training and cardiovascular program designed around his or her own needs, goals, and strengths. They will learn to make connections between anatomy and weight training. Students will be evaluated on their own improvement and their ability to construct and follow an effective personal workout plan. Cross training includes aerobic exercises designed to provide continuous movement in presentation, causing an elevated but safe heart rate for 30 to 45 minutes. Instruction in the relationship of cardiovascular health to overall fitness will be included. Students will also have the opportunity to supplement their weight training and cardiovascular exercise with half court basketball.

## **SELF DEFENSE AND FITNESS (Rochelle Park & Boonton)**

### **COURSE DESCRIPTION:**

Credit Hours: 4

The course teaches students to learn a variety of ways to defend themselves through martial arts. The martial arts disciplines include kickboxing, jujutsu and jeet kune do. Students develop physical strength as well as self-confidence. This course is physically demanding with rigorous standards for performance and conduct both inside and outside the classroom.

## **YOGA (Princeton, Rochelle Park)**

### **DESCRIPTION:**

Credit Hours: 4

Many people think that yoga is just stretching. While stretching is involved, yoga is really about creating balance in the body through developing strength and flexibility. This is done through the performance of poses or postures, each of which has specific physical benefits. Yoga strengthens and lengthens the entire body. In addition we will be doing breathing exercises to calm the mind and focus the attention. A yoga mat and gym clothing (NO JEANS) are needed for this class.

## **FINE, PRACTICAL AND PERFORMING ARTS**

### **COURSE: VISUAL ARTS (Princeton, Rochelle Park & Boonton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 1 per semester

Students are encouraged to take Visual Arts in conjunction with Art Studio, though this is not required. Visual Arts provides students with a workshop-based approach to visual art. Students experience and experiment with a wide range of media. Through a systematic course in sketching, design, tempera, oil and watercolor painting (First semester) and, sculpture, woodcarving, ceramics including pottery and clay sculpture (Second Semester), students are supported in exploring themes that reflect their worldviews and insights. Techniques introduced include depth of field, shading, use of lines, geometrics and perspective. Key goals include the development of increased self-efficacy, the development of a personal vision of art, and encouragement of collaboration between students.

### **COURSE: CRAFTS AND KNITTING (Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 1 per semester

In Crafts and Knitting, students will learn the basics of creating objects and garments through knitting, beadwork, and other means. The two main themes of the course will be the skills of knitting/crafting and the historical and cultural context of these skills. Students will create a series of swatches and projects that will each present a new set of skills and incorporate the new skills with what was already learned. By the end of the class they will be able to successfully complete a project of someone else's design and start to think beyond patterns by modifying or creating their own pattern. Students will learn about the historical and cultural context of knitting and crafting through lectures, demonstrations, and research, and by contributing to the current culture of knitting and crafting by participating in community service projects. Students will be able to enjoy the products that they create as well as improve their problem solving and creative abilities.

### **COURSE: INTRODUCTION TO DESIGN AND PRODUCTION (Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 1 per semester

Intro to Design and Production is a visual arts class that provides students with a workshop/college-based approach to stylized design. Students will experience the complex process of production using methods and strategies used by various Hollywood film companies – Pixar, Walt Disney studios, etc. Using an advanced range of media, students will focus on storytelling. Through storyboard sketching, tempera painting, prop and sculpture building, students will explore the process and themes that reflect the use of commercial arts in worldviews and entertainment. Key goals include the development of increased self-sufficiency, long term goal setting, the development of a personal vision of design, and the encouragement of collaboration between peers.

### **COURSE: DIGITAL PHOTOGRAPHY (Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 1 per semester

Digital Photography is designed to give students the knowledge basic knowledge of photography. This includes composition, depth of field and lighting. In addition, the students will be introduced to the digital darkroom through the use of Adobe Photoshop Elements. In addition to the class work, students in this class will be the school photographers for school life pictures for the Yearbook and school newspaper.

**COURSE: ACTING (Rochelle Park & Boonton)**

**COURSE DESCRIPTION:**

Credit Hours: 2 per semester

This class introduces students, whether beginners or intermediate, to acting and rehearsing, creative thinking and teamwork. Student actors work on knowing their character and seeing how they fit into a whole play, how a show is staged, how to project their voices, how to “listen” onstage, to memorize, and to make the audience appreciate the personality and moods of their characters. Throughout the course, there are opportunities for performing before small audiences.

**COURSE: CULINARY ARTS (Rochelle Park)**

**COURSE DESCRIPTION:**

Credit Hours: 2 per semester

This course is designed to introduce students to the basics of cooking, nutrition and meal preparation. Students learn to follow recipes, properly measure and prepare ingredients while practicing the elements of kitchen safety, including the proper use of utensils and appliances. Through practical application and reinforcement, students develop skills in self-sufficiency and teamwork. Students are encouraged to evaluate their personal diet choices in order to develop the ability to choose foods that will promote a lifetime of good health.

**COURSE: THE ART OF CINEMA (Rochelle Park & Boonton)**

**COURSE DESCRIPTION:**

Credit Hours: 2 per semester

The Art of Cinema seeks to view and analyze films from various perspectives. The structure of movies - the way the story is constructed in its various parts, is one element of the course. Camera work, lighting, music, and the artistic craft involved with a film are also examined. And of course, lots of fun movie viewing!

**COURSE: INDUSTRIAL ARTS (Rochelle Park)**

**COURSE DESCRIPTION:**

Credit Hours: 1 per semester

Industrial Arts is a course that focuses on the basics of building maintenance, appliance repair, musical instrument repair and troubleshooting and a variety of facilities improvement projects on the Sage Day campus. Class projects include but are not limited to basic painting, audio / visual equipment maintenance, musical equipment repair, plumbing, tiling, flooring, wood working and various classroom organization projects. Students will also have the opportunity to advance and support the custodial and educational staff by helping to improve and maintain the environment of building safety, cleanliness and pride already established at Sage Day at Rochelle Park.

**COURSE: COSMETOLOGY (Rochelle Park)**

**COURSE DESCRIPTION:**

Credit Hours: 1 per semester

This course will introduce the basic fundamentals of cosmetology. Students will learn about haircare, skincare, and manicure/pedicure basics. Students will learn practical application of beauty techniques in multiple areas in the field of cosmetology.

**COURSE: P.A.C.T (Rochelle Park)**

**COURSE DESCRIPTION:**

Credit Hours: 1 per semester

Pinterest Artisans Creating Things (P.A.C.T) is a course that will explore the interests of the students who are in the course and allow them to bring those interests into reality. The primary goal is the development of awareness and appreciation of the creation process and of the possibilities of “do-it-yourself” projects. Students will learn how to repurpose items and recycle things other people would categorize as garbage, to create something beautiful. Pinterest will serve as a place of inspiration for students to begin their creative processes and find projects to create something tangible and useful. This course will aim to encourage students to think creatively and see the possibility of what something could be and the transformation it can go through to be beautiful and purposeful.

**COURSE: THEATRE PRODUCTION (Rochelle Park)**

**COURSE DESCRIPTION:**

Credit Hours: 1 per semester

This class will focus on gaining an understanding of the various aspects of a theatrical production. Students will learn about script writing, lighting, set and costume design, as well as different performance opportunities. Students will study existing productions and have the opportunity to create and perform original works.

**COURSE: FOUNDATIONS OF ART (Princeton, Boonton Grades 8/9)**

**COURSE DESCRIPTION:**

Credit Hours: 1 per semester

This class will focus on the Elements of Art and how they are applied to works of art throughout history as well as to students own projects. Students will be introduced to a wide variety of artistic materials and techniques as a means for self expression.

**COURSE: 2-d/3-d Art (Boonton Grade 10)**

**COURSE DESCRIPTION:**

Credit Hours: 1 per semester

The first two marking periods will be devoted to two-dimensional art and will include drawing, painting, and printmaking projects. The last two marking periods will focus on three-dimensional art and will include sculptural projects involving a wide variety of materials.

**COURSE: DESIGN PRINCIPLES (Boonton Grades 11/12)**

**COURSE DESCRIPTION:**

Credit Hours: 1 per semester

This class will focus on the seven Principles of Art and how they relate to the Elements of Art. Projects will be more complex and involved and students will be exposed to a wider range of materials and techniques. Projects will incorporate both the Elements and Principles of Art. Students will also be critiquing famous works of art and will be able to identify elements and principles within a work of art.

## **MUSIC PROGRAM**

### **BEGINNER GUITAR AND BASS/MUSIC (Rochelle Park & Boonton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 1 per semester

Beginner Guitar and Bass is Sage Day High School's introductory class into music.

The class is designed to introduce the skills necessary for gaining a good understanding of either of these instruments. Beginner Guitar and Bass will focus on music theory, hand exercises, ear training, chord structure, melody, and rhythm. Furthermore, students will learn how to independently compose on either of these instruments, and will begin to develop the skills necessary for playing in a music ensemble. With dedication and desire, students will discover the wonders of music, rewarding themselves along the way with an improved self-esteem and sense of achievement.

### **A and B BANDS (Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 1 per semester

A (Advanced) and B (Beginner/intermediate) Bands are Sage Day's music performance classes. B-Band is reserved for students who wish to learn the workings of a cohesive musical ensemble, without being intimidated by the extent of their musical knowledge. The class will be introduced to the elements of groove, rhythm, meter, melody, and song structure. Students learn how to properly communicate through music in a group setting as they develop their musical skills and prepare to perform at Sage Day High School's semi-annual arts festival. A- Band (\*Instructor approval required) expands on what is covered in B-Band, emphasizing a heightened awareness of finesse, ensemble work and the finer aspects of musicianship. It is highly recommended that the student first learning guitar, bass, or piano enroll in the instructional classes (above).

### **MUSIC APPRECIATION (Princeton, Rochelle Park & Boonton)**

#### **COURSE DESCRIPTION:**

Credit Hours: 1 per semester

This course examines the elements that make up music. Students examine how rhythm, melody, harmony, and tone color function together in different genres and historical times. The course gives students the opportunity to share their favorite music with classmates.

#### **Music History:**

This class focuses first on instruments of the orchestra and transitions into examining and exploring music across history, beginning with The Middle Ages and ending with contemporary music including as jazz, rock, and pop.

#### **Music Theory:**

This class focuses on the building blocks of how music is made and provides student with a foundation for reading and composing music. Students will learn about the elements of music followed by beginning music theory. Students will apply what they've learned to writing their own musical compositions as well as playing various exercises and songs using instruments including tone chimes and xylophones.

#### **Music Appreciation (if they want to add anything from mine or have a separate description for Boonton):**

This class focuses on the use of music technology and other music-centered activities which promote exploration of musical identity in addition to being an outlet for creativity and self expression. This class also provides students with positive mindfulness and relaxation techniques to manage stress and anxiety.

## **TECHNOLOGY/MEDIA**

### **COURSE: TECHNOLOGY LAB (Boonton)**

#### **COURSE DESCRIPTION:**

Credit Hours: One semester 1.0

Technology Lab enriches student understanding and appreciation for the capabilities of the interrelated desktop applications, servers and services of the [Microsoft Windows](#) operating system including [Microsoft Word](#), [Microsoft Excel](#), and [PowerPoint](#), along with other software.

### **COURSE: Computer Coding (Rochelle Park)**

#### **COURSE DESCRIPTION:**

Credit Hours: 2 per semester

Coding is a class which will introduce students to programming and computer science principles. It is built for complete beginners who will learn by watching videos, working in the browser, and then getting help and feedback from **real people** who know this material. Coding is the process of writing instructions (called 'code') that computers understand. By writing these instructions, students can 'program' the computer to perform tasks. Computer science is the study of how one can use computers to solve problems.

## **CLUBS**

*CLUB OFFERINGS WILL BE DETERMINED BASED ON STUDENT INTEREST*, are held during 6<sup>th</sup> period on Wednesday, and are non-credit courses)

### **ART CLUB (Princeton, Rochelle Park and Boonton)**

#### **DESCRIPTION:**

Art Club takes place in the art room and is a time for students to work on projects that are fun, relaxing and creative. The students need not see themselves as “art students;” they should simply want to express themselves in new and interesting ways using materials from pastels to paint, clay, woodworking and, on special occasions, photography and photo developing. The teachers in charge of Art Club teach in other subjects during the day, but each considers him or herself an artist, and can assist the art club members in whatever medium they choose. Music in the background helps everyone relax.

### **YEARBOOK CLUB (Rochelle Park and Boonton)**

#### **DESCRIPTION:**

The Yearbook Club is designed to familiarize students with the concepts necessary to produce the high school yearbook. These skills include investigating, feature writing, editing, computer page layout and design, photography skills, coverage, thematic development, working within a budget, marketing, selling and design advertising.

### **CHESS CLUB (Boonton)**

#### **DESCRIPTION:**

Through chess matches, students plan, discuss, and use intermediate techniques of chess.

### **STRATEGY GAMES CLUB (Rochelle Park and Boonton)**

#### **DESCRIPTION:**

Strategy Club will help students improve their logical thinking with activities involving deductive reasoning, strategy planning, analysis of alternatives, spatial reasoning, and reading comprehension. This will be accomplished through board games such as Risk, Chess, Checkers, Backgammon, Strategy and various educational computer games.

### **YOGA & PILATES (Boonton)**

#### **DESCRIPTION:**

Pilates is a body conditioning routine that seeks to build flexibility, strength, endurance, and coordination without adding muscle bulk. In addition, Pilates increases circulation and helps to sculpt the body and strengthen the body's "core" or "powerhouse" (torso). People who do Pilates regularly feel they have better posture, are less prone to injury, and experience better overall health. A mat (yoga or pilates) and gym clothing (NO JEANS) are required.

Yoga aims to create balance in the body through developing strength and flexibility. This is done through the performance of poses or postures, each of which has specific physical benefits. Yoga strengthens and lengthens the entire body. Breathing exercises calm the mind and focus attention. A yoga mat and gym clothing (NO JEANS) are required.

### **SPORTS CLUB (Rochelle Park and Boonton)**

#### **DESCRIPTION:**

The Sage Day Sports Club is designed to allow students with an interest in any area of athletics to engage in hands-on and educational activities in the field of sports. Club members participate in a wide variety of activities including basketball, football, soccer, Frisbee, softball, and aerobics. Students are also given time to discuss, read about, and view their favorite topics, highlights, and current events about their favorite sports. This program instills leadership, communication, sportsmanship and teamwork which will eventually tie into each student's everyday life.

### **COMMUNITY SERVICE (Princeton, Rochelle Park)**

#### **DESCRIPTION:**

The Community Service Club is open to all students who wish to serve the community and have an interest in leadership and planning. Members plan school-wide activities that benefit the Sage Day community as well as the community at large. Activities can include a sing-a-long at a nursing home, a dinner for the homeless, a fundraiser for disaster relief, or any cause that is important to the members, approved by the administration, and has a positive impact on those around them.

### **STUDENT COUNCIL (Rochelle Park & Boonton)**

#### **DESCRIPTION:**

Student Council is a club comprised of members from our student body. There are four officers: President, Vice-President, Secretary, and Treasurer, as well as Representatives from each grade level. The main purpose of Student Council is to plan, organize, and carry out several functions for the student population that include Halloween, Christmas and Spring dance parties, and the end of year school-wide picnic. To fund these functions, Student Council sponsors several fund-raising events during the year, including weekly bagel sales and selling items for specific holidays, such as Valentine's Day. Student Council also works cooperatively with some Community Service Club functions, such as food donations to the Center for Food Action.

### **CRAFTS CLUB (Rochelle Park)**

#### **DESCRIPTION:**

This club focuses on the creation of various arts and crafts. Activities include jewelry making and artistic projects.

### **MYTH BUSTERS (Rochelle Park)**

#### **DESCRIPTION:**

This club explores various myths and supernatural phenomena. The club has visited notoriously haunted mansions, prisons, and more.